DOCUMENT RESUME

ED 023 692 24 TE 499 973

By-Beyer, Barry K., Ed.
Africa South of the Sahara: A Resource Guide for Secondary School Teachers. Interim Report.
Carnegie-Mellon Univ., Pittsburgh, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-7-0724
Pub Date 68
Contract-OEC-3-7-070724-2970
Note-217p.
EDRS Price MF-$1.00 HC-$10.95
Descriptors-*African Culture, Annotated Bibliographies, Audiovisual Aids, Biographies, *Curriculum Development, History, *Instructional Materials, *Secondary Education, *Social Studies, Student Attitudes, Teaching Guides
Identifiers-*Africa, Project Africa

Information to help educators develop a program of study about Africa south of the Sahara is presented in this guide for use with secondary school students. Appropriate objectives for a study of this region and its people are stated: the acquisition of sufficient information to make contemporary Africa intelligible, the formulation of concepts useful in organizing future information about the people and the countries, and the development of the intellectual skills of inquiry and generalization. Included are guidelines for instruction; a survey of the literature on teaching about the region; a summary of the attitudes toward Africa held by American secondary school students; an extensive annotated bibliography listing materials and audiovisual aids on curriculum development, teaching improvement, Africa south of the Sahara, West Africa, East Africa, Central Africa, Southern Africa, and specific countries; and a bibliography of recommended basic instructional materials on the region. (See also TE 499 975) (JS)

BR-7-0724 (interim)
PA-24

AFRICA

SOUTH OF THE SAHARA

A Resource Guide for Secondary School Teachers

PROJECT AFRICA
Carnegie-Mellon University
1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

AFRICA

SOUTH OF THE SAHARA

A Resource Guide for Secondary School Teachers

Barry K. Beyer

EDITOR

Fall 1968

The research reported herein was performed pursuant to a contract with the United States Department of Health, Education and Welfare, Office of Education.

PROJECT AFRICA

Baker Hall
Carnegie-Mellon University
Pittsburgh, Pennsylvania

ACKNOWLEDGEMENTS

This Resource Guide represents the efforts of many people. Joseph Cirrincione, the Project's Research Associate, examined and annotated the vast majority of the audio-visual materials described herein. Judith Raymond Beyer analysed and summarized the African literary works included here. E. Perry Hicks, Associate Director of Project Africa, authored a segment of Part I and assisted in editing that part of this guide. Rita Pastorelli typed the entire manuscript and prepared the final copy. The cover was designed by Terry Campbell. For the assistance of all these contributors, Project Africa is, indeed, grateful.

Barry K. Beyer
Director
Project Africa

CONTENTS

Page

Preface i

PART ONE

Introduction 1

A Survey of the Literature on Teaching about Africa South of the Sahara 3

How American Secondary School Students View Africa South of the Sahara 23

Guidelines for Teaching About Africa South of the Sahara in Secondary School Social Studies 37

PART TWO

Introduction 49

Materials for the Teacher 51

An Annotated Bibliography of Instructional Materials 67

Quick Reference Guide to Materials 193

Selected Instructional Materials on Africa South of the Sahara 197

    List A 198

    List B 200

Publishers' Addresses 203

    Audio-Visual Materials 203

    Written Materials 205

    Organizations 210

PREFACE

Americans used to refer to Africa as "The Dark Continent." To most it still is. For in spite of the advances made in communication and education over the past generation, there is no other area of the world about which Americans know so little--and so inaccurately.

This is especially true of that part of Africa that lies south of the Sahara. Occurances in this part of the continent have generally gone unreported in our news media. Study of this region and its peoples in our schools--especially in the secondary grades--has traditionally been most conspicuous by its absence.

That is, until recently. Today there is renewed interest in Africa south of the Sahara within our educational systems as well as other segments of public and private endeavor. American schools in rapidly increasing numbers are becoming very much concerned about introducing into their curricula serious, in-depth studies of this region and its peoples. Indeed, many schools are even now initiating such studies.

Preparation of adequate programs of study on Africa south of the Sahara is no easy task. There are few, if any, guidelines for constructing scholarly, effective educational programs, especially at the secondary level. Most teachers are unfamiliar with the wide range of materials now available for use in classroom instruction about this region. Consequently, there appears to be a real need for assistance in determining what to include in a program of study on Africa south of the Sahara, how it can best be structured and the types of materials that will be most useful.

Project Africa is a social studies curriculum development project created especially to help provide this assistance. It was initiated with the support of the United States Office of Education in March 1967 to design, develop and test new, up-to-date materials and programs that could be used to improve instruction about Africa south of the Sahara in American secondary schools. It is a cooperative endeavor of leading Africanists, experienced classroom teachers, specialists in teaching and learning, specialists in curriculum development and evaluation and educational media specialists.

The initial efforts of this Project were devoted to identifying and analysing what American students know or believe to be true about this region and its peoples. The Project also examined suggestions that have been made by educators and Africanists for teaching about this subject in the secondary grades and reviewed all known commercially-prepared instructional materials, guides and programs relative to Africa south of the Sahara. This guide contains a summary of this research.

This guide is not an attempt to describe the best way to organize the study of Africa south of the Sahara in our secondary grades. There already exist several useful guides relative to instruction about this region, duplication of which would be impractical, unwisely time-consuming and expensive. Moreover, no program of study should be built solely on one source, regardless of its reputed quality. Educators engaged in developing programs on Africa south of the Sahara should consult a variety of materials in order to benefit from as many views and suggestions as possible.

The fundamental purpose of this guide is to provide educators with information that will enable them to develop specific programs of study about Africa south of the Sahara expressly suited to the needs and desires of their own students. It is an effort to bring together under one cover that data which will be most useful to educators in any school--whether it be rich or poor, big or little, rural, suburban or inner city. The guide consists of two parts. The first emphasizes guidelines that should be considered in organizing such a program of study; the second lists and describes some of the instructional materials available today.

Selecting and adapting from these ideas and materials those which are the most relevant and useful for the local situation is still the perogative, and indeed the responsibility, of the educators involved. It is the hope of Project Africa that this guide will put educators in touch with ideas and materials that will enable their students to engage in a meaningful and effective study of Africa south of the Sahara.

PART I

GUIDELINES
for Teaching About Africa South of the Sahara in Secondary Schools

I

INTRODUCTION

Any effective and worthwhile study of Africa south of the Sahara at the secondary level must meet a number of criteria. It must be based on the results of the best and most up-to-date scholarship. It must be designed to meet the needs and utilize the past experiences of the students for whom it is intended. It must be structured so that valid, clearly defined objectives can be accomplished. It should take full advantage of the latest knowledge about how children learn best. The wide variety of media now available should be used to their fullest potential. And, finally, the experience and suggestions of those knowledgeable about teaching this region should be examined and, where applicable, used.

The reports that follow are designed to provide some assistance in structuring a program, unit or course of study on Africa south of the Sahara in the secondary grades. Of course, none of these, either alone or altogether, are a sufficient substitute for knowledge in depth about this region, its peoples, history and current problems. This can only be achieved by extensive study, reading and/or living experience in Africa. However, the reports contained here do offer some insight and suggestions relative to possible areas of concentration and organizational structures for a secondary school study of Africa south of the Sahara.

The first report, A Survey of the Literature on Teaching about Africa South of the Sahara in Secondary Schools was originally prepared as a position paper for Project Africa. How American Secondary School Students View Africa South of the Sahara is a summary of nation-wide survey of American secondary school students conducted by this Project during October 1967. The final paper is an attempt to identify areas of major concern in developing programs of study on this region and to suggest useful guidelines for such curriculum and materials development.

These reports alone, however, are not the only guidelines available to those charged with improving instruction about Africa south of the Sahara. Other materials are listed in the MATERIALS FOR THE TEACHER section of this guide, PART II. Reference to all of these as well as to the papers contained herein should provide an adequate foundation and worthwhile guidelines for developing any effective program of study about Africa south of the Sahara at the secondary level.

A SURVEY OF THE LITERATURE ON TEACHING ABOUT AFRICA SOUTH OF THE SAHARA IN SECONDARY SCHOOLS

Barry K. Beyer

The purpose of this paper is to summarize the literature dealing with teaching about Africa south of the Sahara in American elementary and secondary schools. In preparing this report every effort was made to identify, locate and read every book or excerpt therefrom, every pamphlet and every article dealing with any aspect of this topic as well as with the topic of "non-Western" (or "area") studies especially as it related to Africa south of the Sahara (referred to hereafter in this paper as Africa). Yet, in spite of the large number of materials identified that, by their titles, appeared relevant to this report, relatively few were found to be useful and informative. Consequently, this paper is based only on those few books, pamphlets and articles that made substantive contributions to teaching about Africa south of the Sahara (see bibliography for a list of these).

I. WHY STUDY AFRICA SOUTH OF THE SAHARA

This survey revealed that there have been a variety of reasons and objectives given for studying non-Western cultures, peoples and regions in general and Africa in particular. Most of these are frustratingly vague. Moreover, certain single objectives seem to predominate at different times. Prior to 1950, for instance, the reason most commonly given for studying about non-Western peoples and especially about Africa was that these peoples were strange, exotic and unusual. Unfortunately, this seems still to be a major reason guiding the study of Africa in our elementary schools today.

Between 1950 and 1965, the most predominate single reason seems to have been one of national interest--that it was in the interest of the United States to have a citizenry familiar with the world's peoples because it now had interests and commitments throughout this world. Since the early 1960's however, a third theme appears to be coming to the fore as a major reason for studying the non-Western world, including Africa--a reason much more intellectual than those formerly dominating the scene. This objective, though stated in a variety of ways, generally revolves around culture and efforts to end ethnocentrism or to learn more about other peoples and their ways of living.

There are a wide variety of reasons given today for studying non-Western cultures and peoples, including those of Africa. Generally they fall into two categories--those dealing with the non-Western world in general and those dealing with Africa in particular. Most, however, are merely assertions based upon undefined assumptions--few explicitly present the rationale upon which they are based. Statements such as the following tend to be the rule rather than the exception:

> There is a desperate need to understand all peoples and cultures. (32-69)*
>
> We need to develop an increasing understanding of other peoples. (9-viii)
>
> Africa matters profoundly today. (5-2)

Since the rationale underlying statements such as these are most relevant to the development of courses of study about Africa south of the Sahara, they deserve some attention here.

A. Reasons for studying about non-Western peoples today:

1. To promote international understanding

One of the most commonly given reasons for studying about non-Western peoples in general today relates to international affairs. It is stated in a variety of ways, each of which implies but rarely explains its underlying rationale. Some authors, however, have suggested that it can be best described as one of developing "an awareness of the realities of international problems." (9-viii)

The implication here appears to be that international problems cannot be ignored, that no nation can live in isolation from others and that it is crucial to become informed about what and why these problems exist, what solutions have been proposed and tried and why they have succeeded or failed. A common way of phrasing this seems to be "to prepare students for citizenship in a nation beset with foreign problems." (31-245)

An understanding of these problems, it is felt, will contribute to the survival and progress of the United States in a complex if not actually hostile world. It will promote friendly international relations and peace, destroy the mistaken notions that might erroneously influence future decisions, and help us understand the main forces shaping the world today--such as the conflicting ideologies, urbanization, rising populations and so on. This is absolutely crucial, it is felt, because of post-World War II advances in the techniques of war and communication, the existance of the Cold War, the revolution of rising expectations and the fact that we are coming more and more to live in a world where history is being shaped by events in Brazzaville Hanoi and Jakarta rather than in Amsterdam, Paris or London. The ultimate reason here is clearly one of national self-interest and survival.

---

*Only direct quotations have been cited here. Where citations are given (as 32-69, above) the first number refers to the source (see bibliography) and the second to page(s).

2. To understand our own and other cultures

Reasons relating to culture, are, as was noted above, in the ascendency today although those related to international or world affairs are still quite common. These culturally oriented reasons seem to reveal at least three basic concerns:

a) To know how and why other peoples live as they do. The implication here is simply to learn for the sake of knowing, for "not to learn is to remain ignorant" (6-2). This idea is based on the belief that other cultures are worth knowing for their own sakes--they are interesting, have contributed significantly to life on this planet and are a part of civilization; thus educated people should know something about them.

Yet, there are utilitarian aspects to learning about other cultures, too. Such study can develop concepts basic to other knowledge, such as an understanding of the processes of social change and economic development. It can, by comparative analysis, provide an insight into the nature of culture itself, its basic patterns and the process of cultural change. And it can contribute to an understanding of the similarities of human experience and of the idea that institutions develop to meet common needs.

Furthermore, intelligent decisions cannot be made, world peace maintained nor human progress assured on the basis of ignorance, misinformation or prejudice. Accurate, up-to-date objective knowledge is needed. Thus, not only do we need to learn more new knowledge--unlearning what is no longer true or what has always been erroneous is also crucial. Consequently, knowledge of other cultures is important both of itself and for the ways in which it can be used to understand broader concepts.

In addition, a study of non-Western cultures can help one understand the nature, aspirations and problems of other peoples and how these affect inter-nation relations. It can help one avoid the pitfalls of searching for the single solution to a problem or the single cause or effect of an event. And, as Howard Mehlinger points out, one can "verify social science postulates based on our culture by testing them against other cultures" (31-245).

b) To develop an appreciation of our own culture. Regardless of how this is stated, the intent is to suggest the necessity of coming to grips with our American culture, to "see ourselves as others see us," to gain a clearer perception of our role in our own society in order to become a more effective participant (9-20). The implication here seems to be that by studying other cultures one can see his own in a larger perspective, can learn to experience it as a foreign culture and thus develop better insights. By examining other cultures one can discover what is distinctive about his own as well as how he relates to it.

The emphasis, then, is primarily on using other cultures as a means or tool for better understanding one's own culture, for developing a more accurate self-identity, for building a more realistic appreciation of one's own cultural heritage and for awakening a culture to new possibilities of future development.

A refinement of this general approach has been to point up the value of using other cultures as media for studying problems that are similar or identical to problems that plague one's own culture but that for a variety of reasons cannot be studied in dispassionate or objective fashion. In this way, emotional factors of personal involvement are reduced to the point where the essence of the problem can be clearly viewed and rationally analyzed with the results being applied to the local problem as the culmination of the process.

c) To develop an empathy for other peoples. This reason is often stated in a more negative fashion--to do away with cultural provincialism or ethnocentrism. The rationale behind it appears to be that continued, peaceful existance in the world requires an intelligent understanding of other peoples and cultures and that this understanding can result only from an undogmatic respect for the achievements of these other peoples and cultures. It is based on the premise that a sympathetic understanding of other cultures will help develop "attitudes of respect for others such as are desired for ourselves" (9-viii), and that this is a legitimate and desirable objective for education in a shrinking world.

P.D. Hey has noted that "A dogmatic belief in the ascendency of one's own style of life is not the most suitable to international understanding" (26-83). Others have commented with obvious disfavor on the emphasis, until recently, on Western civilization in elementary and secondary--and even higher--education. Such emphasis, it is felt, testifies to the belief in the self-sufficiency and dominance of the Western tradition in spite of the contrary evidence of current events; such emphasis, it is charged, promotes a dogmatic ethnocentrism which hampers the development of understanding, respect and thus tolerance and world peace.

Other aspects of this rationale stress the importance of confronting students with alternative ways of ordering life and solving problems, of extending "the student's experience to help him think intelligently and without prejudice about other peoples" (15-157), of understanding that we cannot fairly judge other cultures in terms of our own values, and of recognizing that intelligent decisions require unprejudiced and informed judgments and attitudes that will enable one to look objectively upon foreign cultures without sacrificing one's own values. Thus the study of other cultures can lead--it is believed--to understanding, respect and tolerance of other peoples and thus promote international peace, progress and eventually prosperity.

3. To develop intellectual skills requisite for life in a changing world

Prior to the early 1960's the area of intellectual skills was virtually ignored by educators and scholars writing about the teaching of other cultures in American schools. Today, however, it is receiving increasing attention. Essentially, the argument centers around the conviction that since the world is characterized more by vast and rapid change than by anything else, a prime function of education should be the development of those intellectual skills that will enable students to cope with change in the future. Mastery of such skills, it is argued, will be particularly useful to students in analyzing new situations and developments as they arise in the non-Western world.

The concern here is for the development of skills of hypothesizing, validating hypotheses and generalizing. Subsumed under these broader skills are those dealing with identification, analysis and organization of information, making comparisons, and detecting bias as well as others of a more precise nature. The study of a variety of non-Western cultures is seen to provide an excellent vehicle for developing these skills--particularly those of comparison, analysis and synthesis. And, as future changes occur, the skills thus developed will be needed and used.

B. Reasons for studying about Africa today:

There can be no doubt about the fact that relatively few people have publicly addressed themselves to this topic. Where they have, the reasons given for the study of this region are all too often vague, ambiguous or extremely general:

> We need to know about Africa for its people (3-preface).
>
> Americans have too long been ignorant of Africa--they need to know more (5-1).

Understanding of Africa is essential, especially since its independence and demand for a place in the world (13-592).

Several educators, however, have been more explicit in describing why American students should study about Africa. Their reasons can be grouped into four major categories:

1. Because of what Africa is

Many feel that the study of Africa is justified by the fact that it is significant in itself. Africa, it is usually noted, is important by sheer weight of numbers--it's 275 million people (few sources agree on the exact number) are interesting and worth knowing; it is at one and the same time the reputed birth place of man and "our last frontier" (2-4). One author, however, commenting from the point of view of elementary education, still feels it warrants study primarily because "it is one of the strangest and most fascinating places in the world" (15-156).

Reference is also frequently made to the cultural achievements of Africans and their contributions to our way of life. Although usually no specific achievements or contributions are delimited, one author has made vague references to African influences in American painting, sculpture and music and has cited words such as banjo, yam and canoe which are African in origin. Another has merely asserted that we can gain much from the creative arts of Africa.

2. Because of what Africa is doing

Africa, it is often declared, is rushing into independence in a complicated twentieth century subject to all the prospects and problems attendant on such change. Its people are demanding and securing a voice on the world stage. They are intensely interested in the United States and are teaching and learning more about our nation. Whatever happens in American cities makes news in Africa. Therefore, Americans should be informed about Africa if they wish to keep up with what is happening in the world.

3. Because of Africa's emerging role in world affairs

Many cite the fact that Africa is becoming increasingly important in current world affairs. They argue that it is of strategic importance as a battleground in the Cold War, and its nations might thus "hold the balance between peace and war" (7-558). One contends further that the dangers of Communist infiltration require closer attention and more knowledge about Africa if the United States is to be successful in its "critical struggle for national survival in a world of bipolar political tension " (33-552).

Closely aligned with this line of reasoning is the argument that since African nations constitute the largest single bloc of votes in the United Nations and thus can tip the balance of power at any time, a sympathetic understanding of their cultures and desires is imperative. Africa's problems are the world's problems, it is asserted. Events in Africa can directly affect the United States (ie: The Congo crisis, the independence struggle in the Portuguese possessions); since the initiative there is now in African rather than European hands, knowledge and understanding of Africa is of crucial importance.

4. Because of Africa's relation to the U.S.

Here the implication is that Africa is important not only in terms of American security, but also because its future is somehow linked to that of the United States. Thus, it is argued, if the United States is to play "a more positive role" in Africa's future, it's citizens need to understand Africa's "present-day developments and future possibilities" (8-preface). One author even warns that "What we fail to do to help the people of Africa will be done by potential enemies" (18-82).

America's economic interest in Africa as a market for finished goods, place for investment and source of valuable raw materials is frequently cited as a further reason for studying about Africa. Its role in producing gold, diamonds, cocoa, aluminum, uranium and other "critically important" minerals and products is rarely overlooked (33-552). Africa's social and economic well-being are further linked to that of the United States, too, by at least one author who points out that "We cannot rise without helping the African peoples to rise with us" (18-82).

There is yet another area in which Africa is seen to be of special concern to the United States, although it is rarely mentioned. Americans of African ancestry--there are approximately 20 million--have deep cultural and ancestoral roots in Africa and thus, it is claimed, have a "deep, personal interest" in knowing more about this region (6-2). It should be emphasized here, however, that this reason was cited only once in all the literature surveyed in preparing this report.

The reasons generally given for studying Africa in our schools today are, if not profound, at least varied. The vast majority of them, it will be noted, are primarily related directly to American national needs or interests. Few are related to the study of Africa on its own intrinsic merits alone. None relate directly to skills or attitudes similar to those cited by educators concerned with the study of non-Western cultures in general. Few deal directly with the culturally oriented objectives described as legitimate goals for the study of non-Western peoples and areas. In sum, the reasons generally given for studying Africa are quite superficial in nature and presented primarily in terms of the national self-interest--the study of Africa is not usually viewed in any context broader than that of Africa itself.

II. WHAT SHOULD BE INCLUDED IN A STUDY OF AFRICA?

Relatively few educators or scholars have addressed themselves in the literature to the problems of just specifically what ought to be taught about Africa in our schools. With the exception of Kenworthy's pamphlet, there are no detailed comprehensive statements on this topic; instead, there are only a number of references to it widely scattered throughout the books, pamphlets and articles that are concerned with the teaching of African or non-Western cultures.

This is due, in some considerable measure, to a long-standing attitude of disinterest in the serious study of Africa--an attitude, curiously enough, that is shaped by two somewhat contradictory views. On the one hand is the view that Africa is a strange, exotic place full of wild, jungle animals, giants and pygmies, and that even these things are worth only a passing glance. On the other is the view that there is nothing there worth studying at all:

> Africa is a land with little or no history. South of the Sahara the indigenous peoples cannot look back on any golden age, on any truly great civilization. Of the twenty-one outstanding cultures in world history listed by the English historian Toynbee, none is Negro. It has been truly said that 'Africa South of the Sahara has always been poor and powerless. The political and cultural emptiness of the African past is the key to any understanding of the continent's present problems.' ...The African produced no alphabets, no adequate system of numerals, no calendar or exact measurements, no currency, plough, or wheel. He build few towns and created nothing that could endure. Worst of all, he was a creature of fear and superstition helpless in the grip of magic and witchcraft. (29-304).

A. Stereotypes, myths and misconceptions.

This is not to say, however, that there has been no thought on what should be taught about Africa. A number of educators and scholars have written on this topic, albeit from a rather oblique angle. Apparently moved by a desire to eradicate false or exaggerated conceptions of the region, at least six authors have devoted some attention to pointing up the myths, misconceptions and stereotypes about Africa currently held by Americans:

> The image of Africa in the minds of almost everyone has been blurred by the accounts of missionaries, by the excess of books on animals and safaris, by the stress in films and popular magazines

> on the bizarre and grotesque, and by the inaccuracies of textbooks written by authors who have little intimate, firsthand knowledge of that part of the world (5-8).
>
> To our great-grandfathers, Africa was little more than occasional tales of Livingston, slave raids and elephant ivory. To our grandfathers, it was a vague awareness of brave missionaries and big game hunts. To our fathers, it was Tarzan stories and Humphrey Bogart movies (10-5, 6).

Of the six who have written at some length about common misconceptions of Africa (5, 7, 16, 19, 25, 28), only Cartwirght (19) describes precisely the way in which they were identified. Her rather precise study of the image of Africa held by several hundred New York City fourth graders in the mid-1950's revealed, for example, an Africa inhabited by natives (with all the implications of inferiority that term implies) who lived in huts (not houses), were surrounded by violence, wild animals (especially in jungles and swamps) and witch doctors and were unable to read or write. Although Kenworthy reports using a similar method, he does not describe it; as for the others, their views seem to be based on their own insights, personal experience, intuition or other unidentified sources.

An analysis of the myths and stereotypes cited by these authors suggests that the following are the most widespread and common:

1. Africa is a single nation.
2. Africa is covered either by a dense mass of steamy, hot, tropical jungle or by hot, sandy desert.
3. Africa has an unbearably hot, humid climate.
4. Africa is filled with wild animals.
5. The nations of Africa are rich in mineral deposits.
6. All Africans are alike--black, pagan, ignorant and docile.
7. Africans are wild, drum-beating savages.
8. Europeans in Africa came either as selfless missionaries or selfish searchers for slaves, gold or diamonds.
9. There are serious racial problems everywhere in Africa.
10. Africa is savage, barbaric and primitive--a land of superstition and violence.

11. Recreation in Africa consists primarily of tribal rites, dancing, feasts and drumming.

12. Africans create only grass skirts and drum music.

13. The major African occupations are hunting, fishing and trading.

14. There is no industrialization in Africa.

15. All Africans live in small tribes--and in huts.

16. There are no cities in Africa--only small villages.

17. Africa had no history before the arrival of Europeans.

18. Africa was isolated from civilization prior to its opening by the West.

19. African states are unified in their efforts and aspirations today.

The implication inherent in this approach is clearly that teaching about Africa should concentrate on correcting these widely-held misconceptions.

B. Understandings that should be taught.

With the exception of Kenworthy, however, no educators or scholars have directly concerned themselves in the literature with detailed and reasonably complete suggestions about what specifically should be taught about Africa in our schools. Rather, isolated statements about desirable knowledge objectives are widely--and usually remotely--scattered throughout all the literature on Africa. These can be summarized as follows:

1. Africa is a land of great diversity in all its aspects.

2. Africa is presently in the throes of rapid and far-reaching change--one of the most pressing problems in Africa today is the breakdown of "the traditional way of doing things." (18-76).

3. There is a very recent sense of history in Africa.

4. The history and geography of each African region are very closely interrelated.

5. Africa is basically a large plateau lacking in great mountain chains.

6. There is constant competition for land between animal life and an increasing population.

7. Many of the problems that Africans face are also facing the United States--ie: urbanization, education, social change.

8. Most inhabitants of tropical Africa live in perpetual poverty, hunger, disease and ignorance, and the implications of these for future progress are enormous.

9. Africans have developed a passion for education.

10. Africa has made significant contributions to Western civilization.

11. Africa is a good illustration of how different people perceive and react to their environments differently.

12. Africa is playing an increasingly significant role in the world today. Although it is the most illiterate, diseased, fragmented and underdeveloped of all the continents, it also has the world's largest underpopulated habitable areas and a wide variety and significant quantity of important natural resources.

It should be noted that there is not complete agreement on all topics suggested for inclusion in the study of Africa. While one African official, for example, suggests that Americans should be helped to realize the extent to which the Sahara serves as a barrier between North Africa and the nations in western Africa, an American scholar implies that this is a gross error and misconception. Such a situation, however, is more the exception than the rule.

III. HOW SHOULD AFRICA BE TAUGHT?

It is,of course, quite obvious that what and how one teaches about Africa depends to a large degree on the objectives sought as well as on the nature of the students, the types of materials available, and the competency of the instructor. If the aim is to study America's role in world affairs, Africa may be studied primarily in terms of its position as a third power bloc in international affairs. If, on the other hand, the aim is to examine a variety of cultures in various stages of development, then selected cultural groups in Africa might be selected for study.

A. Ways to structure the study of other cultures.

Once the objectives have been delimited, it becomes necessary to organize or structure the study of Africa. Although no specific ways of organizing the study of Africa in international affairs have been presented in the literature, there have been described a number of approaches to the study of African cultures.

Conroy (20) feels that the study of non-Western peoples ought to be organized on the basis of cultural rather than physical regions because the traditional continental approach might lead the students to make erroneous generalizations about all people on the continent. Some have, within this framework, emphasized area studies in order to stress the unique features of each culture, while others favor a cross-cultural approach in order to focus, by comparison and contrast, on kinds of human behavior. There is, however, little detailed discussion of either of these approaches in the literature, although one author did point out that a danger inherent in the comparative approach is an invideous "we" -- "they" attitude (29-305).

No one single way of organizing a study of Africa, or any non-Western culture for that matter, seems to predominate. There are, in fact, at least five different structures that have been described in some detail. Trow (40) for example, suggested that the study of a culture be built around the following questions:

1. How do they live? (anthropology)
2. What have they done? (history)
3. Where do they live? (geography)
4. What is their nature? (psychology)
5. How do they make a living? (economics)
6. How do they live together? (sociology)
7. How are they governed? (political science)
8. How do they express themselves esthetically? (the arts)
9. How do they take care of themselves? (health, education, welfare)

Others such as Kenworthy (5) and Miller (32) suggest structures built around geography as the setting, the people and how they live including their value systems, family structure and social organization, their creative arts, patterns of political and economic development and selected current problems. A third type of structure focuses on:

1) family structure
2) land tenure systems
3) child-rearing habits

4) assumptions underlying religious beliefs

5) physical environment

Another approach has been to emphasize change in a variety of areas including intra-family relations, government, educational systems, the nature of economic activity, the broader social system and the intellectual and esthetic aspects of society. A variation on this approach is to devote an approximately equal amount of time to:

1) the traditional culture--in all its economic, social, political and technical aspects--in order to show the validity of the culture for its environment.

2) The impact of the West and the nature of change occasioned by industrialization and urbanization.

3) Selected problems of social change and/or political growth and/or economic development occasioned by the changing environment in which the culture exists.

Although these approaches appear somewhat varied, they have a great deal in common. In general they focus on the geographic setting of the culture, the people themselves--their value systems, folklore, customs, and social structure, their economic activities and political system, and problems or features unique to their own way of life. Many attempt to give considerable attention to the nature and impact of social change by contrasting the traditional with the evolving cultural institutions. All seem to be highly selective in what they choose to include in their study of any culture.

B. Guidelines to follow.

In spite of the fact that there does not appear to be any general consensus as to how best to organize the study of a non-Western culture, there does seem to be agreement on a number of considerations that ought to influence such a study. Most apparently feel that an essential aim should be to examine differences in cultures in such a way that our students can come to realize that people can act unlike us and still not be inferior or wrong--that people are affected in how they act by the kind of place in which they live, the mores of their culture, their history and the location of their country, and because of these factors and others it is entirely reasonable and possible for them to act as they do. In applying such a view to the study of Africa, Joseph Harris has declared:

> Students should be taught to understand African culture and history as dynamic entities with a past, present and future based on their own environment, goals and needs (24-19).

Most of the scholars and educators whose writings were examined here insisted, moreover, that "the only fruitful way of studying the non-West is from the inside..." (29-305). A foreign culture cannot accurately be examined or evaluated through the values and assumptions of another culture. As anthropologist Paul Bohannan has written, "There is no more complete way to misunderstand a foreign civilization than to see it in terms of one's own civilization."* To do this well, the following suggestions have been made:

1. Students must have "first hand contact" with the culture being studied. Literature, folklore, art, music, and philosophy embody in concrete forms the values and ways of life of a culture and should be major items in its study.
2. Opportunities for valid comparisons should be built into the course.
3. The contemporary period should be emphasized--the main object of study should be people as they now are.
4. The study should be as sympathetic as possible--similarities of peoples should be emphasized in keeping with the Confucian observation that "the nature of men is always the same; it is their habits that separate them". (1-vii).
5. The interdisciplinary approach should be used since no single discipline can paint an adequate or complete picture of a culture.
6. The role of history should be to develop empathy, to awaken an interest in why the culture is as it is and to "command a sense of respect for the power of the past" (38-261).
7. In concluding the study, students need an opportunity to make worthwhile, valid generalizations.

C. Mistakes to be avoided.

While there are guidelines to keep in mind, so are there pitfalls to be avoided. Wilson lists five of the more common mistakes in teaching about Africa as:

1. Giving the impression that because Africans are of a different race than most Americans they are inferior.

---

*Paul Bohannan, Social Anthropology, New York: Holt, Rinehart and Winston, 1963. p. 9.

2. Teaching complex ideas with too little knowledge.
3. Emphasizing facts for their own sake.
4. Assuming students are not interested in other peoples.
5. Teaching "too much about too many places in too short a time with inadequate materials" (42-7).

Other authors suggest there are additional mistakes and pitfalls to be avoided as well:

6. Treating a region only as it relates to the United States.
7. Dating the history of a people from their first contact with Europe or the United States.
8. Emphasizing political history to the exclusion of other aspects.
9. Covering!
10. Generalizing too broadly.
11. Overemphasizing or exaggerating the unusual or exotic as typical.
12. Overemphasizing chronology and the distant past.

D. Types of materials most useful

Little attention has been directed to date to the qualities requisite for effective materials for use in learning about non-Western cultures and especially Africa. Where these have been touched on, only written materials have been dealt with. Several authors suggest that more than texts should be considered--that a variety of written materials can be profitably used and should consist of newspaper and magazine articles, interpretative and analytical reports, essays or articles, documents and other primary source materials, and literature--novels, autobiographies, poems and the like. Regardless of the type of material used, it has also been pointed out that it must be readable, be based on contemporary scholarship and be inexpensive. With the exception of these comments, however, little else has been written relevant to instructional materials.

IV. SUMMARY

The study in our schools of Africa south of the Sahara--and the why, what and how thereof--has not been a subject of major concern, at least as measured by the quantity and quality of the literature devoted to it. The teaching of non-Western cultures has fared little better. There has in fact been no concerted published effort to develop or analyze a comprehensive rationale for the study in our schools of the non-West in general or Africa in particular.

There has been somewhat more attention to the need for and the objectives of studying about Africa. When it is discussed, however, the rationale for the latter is oriented primarily toward understanding Africa as it relates to America's role in international affairs and world politics. There has been virtually nothing published concerning how the study of this region in our schools can help achieve broader, more intellectual or affective goals.

There has also been an absence of published attention to what ought to be taught about Africa. What suggestions have been made in the literature are either widely scattered, superficial comments about general understandings that should be taught or descriptions of myths and stereotypes that need to be unlearned. Even less attention has been devoted to how best to organize instruction about this region.

Consequently, it might be fair to conclude that Africa is still a "Dark Continent" within American elementary and secondary educational circles. The development of materials for teaching about Africa appears to be relatively unlimited by any known precedents, guidelines, or prescriptions.

BIBLIOGRAPHY

BOOKS AND PAMPHLETS

1. Fersh, Seymour, "Introduction to Culture Regions of the World," in Understanding India. New York: The Macmillan Co., 1966, pp. vii-viii.

2. Gunther, John, Inside Africa. New York: Harper & Brothers, 1955.

3. Hapgood, David, Today's World in Focus: Africa. Boston: Ginn & Co., 1965.

4. Joy, Charles R., Emerging Africa. New York: Scholastic Magazines, Inc., 1965 (rev. ed.).

5. Kenworthy, Leonard S., Studying Africa in Elementary and Secondary Schools. New York: Bureau of Publications, Teachers College, Columbia University, 1965 (Second Edition).

6. Kimble, George H.T. and Ronald Steel, Tropical Africa Today. St. Louis: Webster Division of McGraw-Hill Book Co., 1966.

7. Leinwand, Gerald, The Pageant of World History. Boston: Allyn & Bacon, Inc., 1966. pp. 557-561.

8. Lengyel, Emil, Africa in Ferment. New York: Oxford Book Co., 1963 (rev. ed.).

9. Long, Harold M. and Robert N. King, Improving the Teaching of World Affairs. Wahington, D.C.: National Council for the Social Studies, Bulletin #35, 1964.

10. Nielsen, Waldemar A., Africa. New York: Atheneum, 1966.

11. Schultz, Charles B., Focus on World Cultures. Harrisburg: Dept. of Public Instruction, Commonwealth of Pennsylvania, 1966.

12. "Teaching About World Affairs," Bulletin of the National Association of Secondary School Principals, Washington, D.C.: National Education Association, Bulletin #315, January 1967.

13. Welty, Paul T., Man's Cultural Heritage. Philadelphia: J.B. Lippincott Co., 1965.

ARTICLES

14. Beckmann, George M., "Curricular Methods of Introducing Foreign Area Studies," Educational Record, Spring 1966, pp. 275-283.

15. Brice, Edward W., "Studying Africa," Childhood Education, December 1961, pp. 156-158.

16. Brown, Giles T.,"What Americans Must Learn About Africa," Overview, November 1961, pp. 44-45.

17. Byrnes, Robert F., "Teaching Materials for Foreign Area Instruction," Phi Delta Kappan, December 1965, pp. 223-227.

18. Caldwell, Oliver J., "Africa and American Education," American Association of Colleges for Teacher Education Yearbook, 1961, pp. 75-82.

19. Cartwright, Marguerite, "The Africa Unit," The Social Studies, November 1953, pp. 264-268.

20. Conroy, William B., "The Cultural Region--Framework for Teaching World Geography," The Social Studies, February 1966, pp. 71,74.

21. deKiewiet, Cornelis W., "Africa in Today's World," in Howard Anderson, ed., Approaches to an Understanding of World Affairs, 25th Yearbook of the NCSS, 1954, pp. 288-299.

22. Eldredge, David S. and Clark Moore, "An Approach to Afro-Asian Studies," Educational Leadership, May 1962, pp. 501-503, 522.

23. Hadsel, Fred L., "The United States and Africa," Social Education, March 1960, pp. 112-114, 116.

24. Harris, Joseph E., "Bring in Africa," The New England Social Studies Bulletin, Fall 1965, pp. 19-21.

25. Haynes, George E., "Americans Look at Africa," The Journal of Negro Education, Volume 27, No. 1 (Winter, 1958). pp. 94-100.

26. Hey, P.D., "International Understanding: Philosophic, Religious and Moral Assumptions Illustrated from South Africa," Yearbook of Education, 1964, pp. 83-106.

27. Jones, Wendell P., "What Teachers Should Know About Emerging Africa," NEA Journal, May 1963, pp. 38-41.

28. King, James W., section on Africa, in book to be published soon by the National Council for Geographic Education (Manuscript courtesy of the author).

29. McAree, James, "A Select Bibliography of Paperback Books on Africa for Secondary School Use," The Social Studies, December 1966, pp. 304-307.

30. Mather, John, "Africa--Its Images and Realities," Minnesota Journal of Education, February 1963, pp. 11-12.

31. Mehlinger, Howard, "Area Studies and the Secondary Schools," Educational Record, Spring 1966, pp. 244-252.

32. Miller, Stanley N., "The World Cultures Course," Social Education, February 1962, pp. 69-70.

33. Morehouse, Ward, "Asia and Africa in Today's World," Teachers College Record, Vol. 63, 1961-62, pp. 551-556.

34. __________, "The Challenge of Intellectual Provincialism in the Colleges," Educational Record, Spring 1966, pp. 263-274.

35. Povey, John, "Education Through the Eyes of African Writers," Educational Forum, November 1966, pp. 95-102.

36. Neusner, Jacob, "University Studies in Minority Cultures," Journal of Higher Education, pp. 202-206.

37. Snyder, C. Kenneth, "The Role and Importance of Africa South of the Sahara: A Challenge to American Education," High School Journal, November 1963, pp. 46-59.

38. Spector, Stanley, "The Coordination of High School and Undergraduate Studies in Non-Western Languages and Cultures," *Educational Record*, Spring 1966, pp. 253-262.

39. Thompson, John M., "Non-Western Studies in Indiana Undergraduate Education," *Teachers College Journal*, March 1963, pp. 148-152.

40. Trow, William Clark, "An Area-Study Social Studies Curriculum," *Social Education*, March 1965, pp. 142-146.

41. Tsitsiwu, W.L., "Suggestions for Teaching About Africa," *Social Education*, March 1960, pp. 115-116.

42. Wilson, Gilbert, "Teaching About Africa in the Elementary School," *Journal of Education*, Boston University School of Education, October 1961, pp. 5-7.

HOW AMERICAN SECONDARY SCHOOL STUDENTS VIEW AFRICA SOUTH OF THE SAHARA

E. Perry Hicks

American secondary school students presently know very little about Africa south of the Sahara. Moreover, what they do know is built upon inadequate information and misconceptions. It is also heavily stereotyped. Generally, what students know or think they know about this region causes their image of Africa south of the Sahara to be one of primitive backwardness, of steaming jungles and large wild animals, of strange peoples and exotic customs, of danger and savage violence. The image contains more of the glitter of diamonds and precious minerals than of the day-to-day sustinence of groundnuts, yams, manioc, and sorghum. It smacks of high adventure, of explorers and missionaries, more than of the peaceful routines of farming and fishing or of the hurly-burly routines of trade and commerce in urban areas.

This is, in sum, what selected American secondary school students know and believe about Africa south of the Sahara today. It has been brought sharply into focus by two surveys administered by Project Africa during October 1967.

Since little attention has traditionally been given to the study of this region in American schools, the impressions which comprise this image are probably more the product of outside sources than of any formal learning or study. They begin to develop quite early in life. And, furthermore, they are brought by students to the formal study of this region in their secondary school social studies curricula. Educators need to be aware of this fact, of the nature of these impressions and of the knowledge that supports them, if classroom learning about this region is to be meaningful and effective. Instruction about Africa south of the Sahara must be related to an awareness of what students believe to be true about it prior to beginning its study.

In order to determine what American students knew or felt was true about this region and its peoples, Project Africa surveyed 3259 seventh and twelfth grade students in schools throughout the United States.* Seventh and twelfth graders were selected as subjects for these surveys because the Project wished to identify images and knowledge existant before and after any formal study of this region at the secondary level. Africa south of the Sahara, if it is studied at all in these grades, is customarily studied in either a world geography, a world history, or a world cultures course. The former is usually studied first, most frequently at the seventh, ninth, or tenth grade level. In many schools it is required of all students. Thus, it was necessary to survey seventh graders early in the academic year before they had commenced any formal study about this region.

---

* A complete copy of the technical report of this research may be obtained from Project Africa, Baker Hall, Carnegie-Mellon University, Pittsburgh, Pennsylvania 15213.

Africa is also frequently a subject of study in ninth or tenth grade world history or world cultures courses. It is occasionally studied indirectly in relation to American history during the junior year. Rarely is it studied in the twelfth grade. For the vast majority of high school students, therefore, whatever formal study of Africa south of the Sahara they might have would have been prior to their final year of schooling. Thus twelfth graders were selected in order to determine the nature of the images and knowledge students held after formal study about this region in secondary schools.

Students in twenty-eight school districts in twenty-four states were surveyed. These districts were selected from a list of districts chosen to represent the general distribution of types of schools in the major sections of the United States. The schools in which the surveys were administered ranged in size from the largest metropolitan schools to suburban districts and very small rural schools where a single room included more than one grade level. Twenty-six of these were public school systems. Two were private parochial systems. Of the total number of survey schools, eight were located in the Northeast, six in the South, eight in the Middle West and six in the Far West.

Each of the two surveys was administered to a separate class of approximately twenty-eight average ability students at each of the two selected grade levels in each of these school districts. These classes were chosen by the local school officials in accordance with the grade, ability-level and other specifications of the Project. In each school every effort was taken to maintain the integrity of each survey. Students were not forewarned about the nature or the purpose of the instruments. Where both surveys were administered in the same building, special arrangements were made to prevent one from influencing the other. No student was included in both surveys. A followup evaluation certified that in all instances the administration of the surveys was in accord with the directions of the Project.

Instruments

These surveys were based on two separate instruments. The first was a WORLD REGIONS PERCEPTION SURVEY designed by the staff of Project Africa. Its purpose was twofold. It was, first, to determine what, if any, general image or concept of Africa south of the Sahara existed among the population surveyed. Secondly, it was to determine to what degree this image, if any did indeed exist, was stereotyped.

In order to obtain a valid measure of this image, it was considered necessary that the students being surveyed remain unaware that Africa south of the Sahara was the prime focus of the survey. Therefore, the instrument made no reference to Project Africa. It consisted of a packet containing an outline map of the world, seven envelopes, and a deck of stimulus cards. In taking the instrument, the students were asked, in essence, to match each stimulus card with the area outlined on the map which it seemd to describe best.

The map was a two-color, 9" x 16" outline map of the world. It was divided into seven regions: North America, South America, Europe, Middle East, Africa south of the Sahara, Russia, and Asia. Labels such as "Middle East" and "Russia" were used because it was felt that students would correctly understand what region was being referred to, whereas terms such as "Arab World" or "U.S.S.R." might be confusing.

The deck of stimulus cards consisted of ninety cards, each containing a different word or phrase. Twenty-five of these cards represented the survey designers' estimate of what the typical student view of Africa south of the Sahara would be. This estimate was based on teaching experience, surveys of the literature, and a pilot study. The remaining sixty-five stimulus cards contained several different types of words or phrases. Some were descriptive of parts of Africa south of the Sahara, but commonly associated, at least by Americans with other parts of the world. Some were terms normally associated with modern industrial nations such as the United States. Several were adjectives that could apply to any region depending on one's point of view; these included such terms as friend, enemy, brave and cowardly. Finally there were terms which could apply to almost any region--such as, trade, art, music and religion. The words and phrases printed on the stimulus cards are shown in Table I.

TABLE I

STIMULUS WORDS USED IN WORLD REGIONS PERCEPTION SURVEY

*STRANGE
DEPARTMENT STORE
*VILLAGES
DISEASE
ENEMY
*SNAKES
BRAVE
ART
*MINERAL WEALTH
HOUSES
CLEAN
*HUTS
AUTOMOBILES
*MISSIONARIES
CIVILIZED
*HOT
FARMS
INDUSTRY
*NAKED
MUSIC
CHURCHES
NO HISTORY
PEACE
PALM TREES
TRADE

DAKTARI
SOCIALISM
*SUPERSTITION
DICTATORSHIP
COWARDLY
*WILD ANIMALS
FOLK SONGS
PLANTATIONS
*TIGERS
CHRISTIAN
WHITE
GLORIOUS PAST
*SPEARS
DEMOCRACY
BEAUTIFUL
*BLACK
OVERPOPULATED
LAKES
CAPITALISM
*JUNGLES
POOR
FORESTS
FREEDOM
*DESERTS
HINDU

BONANZA
*POISON DARTS
CITIES
OIL
*DRUMS
MUSLIM
WEAK
RAILROAD
*SAVAGES
SCHOOLS
DIRTY
COLD
BACKWARD
WELL-EDUCATED
FISHING
RACIAL PROBLEMS
*ELEPHANTS
BUDDHIST
*NATIVES
FRIEND
TEMPLES
*TRIBE
ILLITERATE
MOUNTAINS
*PYGMIES

SCULPTURE
UNDERDEVELOPED
GRASSLANDS
*WITCH DOCTORS
TELEVISION
DANCE
MALNUTRITION
POWERFUL
RELIGION
*CANNIBALS
RICH
*PRIMITIVE
VIOLENCE
CATTLE
NEUTRALITY

---

*Stimulus words which reflect the hypothesized "typical student image."

Upon completion of this task, the cards that had been placed on the various regions of the map were placed in envelopes labelled to correspond with each region. Discards were placed back in the original packet along with the seven envelopes and the map. The packets were then returned to the Project for analysis.

The second survey instrument, entitled AFRICA SOUTH OF THE SAHARA, was also designed by the staff of Project Africa. This was a simple paper and pencil objective test of students' specific and general knowledge about Africa south of the Sahara. It was designed to be easy to administer, score and interpret. Because the only measure of validity would be its face validity, it was also constructed so there would be no doubt about what it was measuring.

The specific purposes of this survey were four in number. The first was to discover the extent of knowledge about Africa south of the Sahara that American seventh graders brought with them to their classroom study of this region and its peoples. The second was to determine the extent of the knowledge twelfth graders possessed about this same subject. The third was to determine the accuracy of this knowledge, and where it was erroneous, to identify what it was that these students thought was true. Finally, this survey sought to determine the nature of the differences, if any, in the knowledge held by students at each grade level in different regions in order to identify any relationships that might exist among these factors.

The instrument measured various types of knowledge about six aspects of the geography, history, and culture of Africa south of the Sahara. These were:

Physical geography: size, climate, landforms, major rivers, animal life, and map locations.

History before the European penetration: ancient civilizations; the Sudanic, forest, and other kingdoms; and conditions at the time of the European penetration.

History of the Europeans in Africa: exploration, the slave trade, colonialism, imperialism, and independence.

Indigenous society: ethnic groups, language, religion, music, and the plastic arts.

Economic development: resources, products, infrastructure, and problems and present levels of development.

Current affairs: political leaders, major nations, foreign and domestic policies of various nations, and current events.

Since there was no readily available source of reliable test items on these topics, the Project developed its own. Approximately 120 multiple choice items were written. These items were submitted to a special panel of teachers and Africanists for evaluation in terms of the significance and accuracy of the content and its relevance to secondary school students. Seventy items recommended by the panel were administered as a pilot survey to students representing grades 9-12 in two high schools. As a result, ten items which proved too difficult, which did not discriminate, or which discriminated negatively were eliminated.

In its final form the instrument consisted of sixty items, grouped together in six sub-tests--each sub-test representing one of the six general topics described above. The first sub-test, on physical geography, included a map on which students were asked to locate specific data. All items were of a multiple choice type with at least four alternative responses. The students recorded their answers on IBM sheets; enough time was allotted for the survey to enable most students to complete all sixty items. Upon completion of the instrument, the answer sheets and booklets were returned to the Project for analysis and interpretation.

Analysis of the Data

The data collected by the WORLD REGIONS PERCEPTION SURVEY were analyzed in several ways. To determine the nature of the general image that students have of Africa south of the Sahara, the percentage of students who associated a particular stimulus term with this region was computed and the terms arranged in descending order from the highest percentage to the lowest percentage. On a purely chance basis, each term could be expected to be associated with this region--or any other--by 14.29% of the students. However, only those terms associated with this region by at least 25% of the students were selected as significantly descriptive of the students' concept of Africa south of the Sahara.

Comparisons were also made between grade level and among various sections of the nation and types of schools to determine if such factors correlated with the students' image of Africa south of the Sahara.

The original estimate of the students' image of Africa south of the Sahara was checked against the results of the survey. The number of students who associated each of the twenty-five stereotype terms with Africa were added together and divided by the total possible responses to these twenty-five terms. This gave a percentage which indicated how closely the original estimate approximated at least a part of the students' image of Africa.

The data collected by the multiple choice instrument, AFRICA SOUTH OF THE SAHARA, were also analysed in several ways. The mean scores on the total instrument for all seventh and twelfth graders were computed. This provided a measure of how much was known about Africa south of the Sahara as a whole. These means were then compared to determine what, if any, difference existed between the students at these two grade levels.

The mean scores of twelfth graders and seventh graders on the six sub-tests of the instrument were then computed and compared to determine which students, if any, were more knowledgeable about each topic and to determine which topics were best, and least, known by students at each grade level.

In order to identify any major misconceptions about Africa south of the Sahara that might exist, items in which approximately 45% or more of the students chose a particular incorrect response were isolated and analysed.

Finally, comparisons were made between grade levels and among the various sections of the country and types of schools to determine if such factors were related to what students know about this region as a whole as well as about specific aspects of it.

Results

To American seventh and twelfth graders, Africa south of the Sahara seems to be a primitive, backward, underdeveloped land with no history--a hot, strange land of jungles and deserts, populated with wild animals such as elephants, tigers, and snakes and by black, naked savages, cannibals, and pygmies. Missionaries and witch doctors vie for control of the natives, who live in villages, are prone to superstition and disease, and who hunt with spears and poison darts when not sitting in front of their huts beating on drums. Twelfth grade students add that the natives are illiterate. Seventh grade students make them out to be poor and dirty.

This description is based on those terms from the WORLD REGIONS PERCEPTION SURVEY which at least 25% of the students chose as describing Africa better than any other region. Table II lists those terms chosen by at least 25% of the students.

TABLE II

STIMULUS TERMS PLACED IN AFRICA SOUTH OF THE SAHARA BY
25% OR MORE STUDENTS

SEVENTH GRADE

Stimulus terms	%	Stimulus terms	%	Stimulus terms	%
WILD ANIMALS	87.25	DRUMS	77.33	DISEASE	46.46
DAKTARI	85.32	BLACK	76.94	PRIMITIVE	45.99
ELEPHANTS	84.32	SAVAGES	75.90	HOT	42.02
WITCH DOCTORS	84.66	CANNIBALS	69.14	STRANGE	40.58
JUNGLES	79.64	NAKED	67.96	DESERTS	35.80
TIGERS	79.38	PYGMIES	64.94	DIRTY	35.21
SPEARS	79.17	HUTS	59.00	UNDERDEVELOPED	33.62
TRIBE	78.36	SNAKES	55.36	MISSIONARIES	33.57
NATIVES	77.98	VILLAGES	49.40	NO HISTORY	26.90
POISON DARTS	77.57	SUPERSTITION	48.47	POOR	26.22
				BACKWARD	25.06

Table II
(cont'd)

TWELFTH GRADE

Stimulus terms	%	Stimulus terms	%	Stimulus terms	%
WITCH DOCTORS	92.78	CANNIBALS	84.90	MISSIONARIES	52.50
WILD ANIMALS	91.40	PYGMIES	84.11	STRANGE	44.20
DRUMS	91.00	POISON DARTS	82.06	BACKWARD	43.61
DAKTARI	90.69	NAKED	78.21	ILLITERATE	42.41
BLACK	89.45	TIGERS	77.66	VILLAGES	41.39
SPEARS	89.72	JUNGLES	76.12	HOT	39.02
TRIBE	88.19	HUTS	69.41	DISEASE	39.00
SAVAGES	88.08	PRIMITIVE	69.03	NO HISTORY	38.15
ELEPHANTS	86.65	SUPERSTITION	68.82	UNDERDEVELOPED	32.09
NATIVES	86.49	SNAKES	56.35	DESERTS	29.27

The hypothesized stereotyped image of Africa south of the Sahara was shown to exist. If students had distributed the twenty-five items which were considered to represent the common stereotype of Africa in a random manner among the seven world regions, 14.29% of the items would have been placed in Africa. When the responses of all students were taken together, 66.58% of the stereotype terms were seen as describing Africa south of the Sahara better than any other region. The percentage ranged from a low of 52.12% among rural, midwestern seventh graders to a high of 73.82% among suburban, northeastern twelfth graders.

The results of the multiple choice instrument, AFRICA SOUTH OF THE SAHARA, suggest that, when students enter the seventh grade, they have a very limited and superficial knowledge of Africa south of the Sahara. They know most about economic development and physical geography and almost nothing about the history of the region, except as it pertains to the European penetration. Students in the final year of secondary school generally know more than students in the seventh grade, but even in the twelfth grade this knowledge is limited. The mean number of correct responses on the instrument at the seventh grade level was 18.78 of a possible 60. The mean number of correct responses at the twelfth grade was 25.11 of a possible 60. Although at neither grade level was the score much above the chance level of 15 of a possible 60, the difference between the seventh graders and the twelfth graders was significant at the .001 level.

Table III shows the mean number of correct responses, expressed as a percentage, for each grade level on each of the six sub-tests. In five of the six sub-tests, the mean correct scores for the twelfth grade students ranged from 7 to over 14 percentage points higher than the scores for seventh grade students. The greatest difference was on questions related to the period of European colonialism and imperialism; here twelfth graders demonstrated considerably more correct knowledge than did seventh graders. The least difference appeared on questions related to physical geography and map location. Only in the sub-test for African history before European penetration, where both seventh and twelfth grade scores were very low, did the seventh grade students score higher than the twelfth graders.

TABLE III

MEAN SCORES ON VARIOUS SUBTESTS FOR SEVENTH AND TWELFTH GRADE STUDENTS

		Seventh Grade		Twelfth Grade	
Subtest	number of items	mean no. of items correct	percent of subtest	mean no. of items correct	percent of subtest
Economic Development	10	4.00	40.00%	5.41	54.00%
Physical Geography*	16	5.85	36.56	6.97	43.56
Indigenous Society*	8	2.58	32.25	3.72	46.50
History of Europeans in Africa	6	1.72	28.67	2.58	43.00
Current Affairs	14	3.80	27.14	5.72	40.86
History before the European Penetration	6	.96	16.00	.84	14.00

*Note that the rankings of Physical Geography and Indigenous Society are reversed for the twelfth grade.

In addition, this analysis illustrates that students have greater knowledge about some topics than about other topics. The relative ranking of the sub-tests is similar for students at both grade levels. Both scored highest on questions related to economic development, trade and products. The sub-test on physical geography and that on society and culture ranked second and third, respectively, for seventh graders; this ranking was reversed for the twelfth grade. Questions related to European colonialism and imperialism, and current political situations and events were next highest, in that order. Both groups scored lowest on questions related to the history of Africa before the European penetration.

Certain misconceptions about Africa south of the Sahara existed among both groups of students. These generally fell into the pattern of a land of jungles, inhabited by wild animals and peoples who practice primitive religious rites--a land as rich in minerals and precious stones as it is poor in indigenous political and economic institutions. These misconceptions appear to be related to the stereotyped concept of Africa that was revealed by the WORLD REGIONS PERCEPTION SURVEY.

Items to which approximately 45% of the students selected the same incorrect response were chosen as misconceptions commonly held about Africa south of the Sahara. These are described here by giving the stem of the item, the response chosen by most of the students, and then the correct response. For example, item # 29 on the instrument read as follows:

Timbuctu was important for:

A. its diamond mines.

B. its cool, refreshing climate.

C. its university.

D. its oil refinery.

Most students chose response A rather than response C which was actually correct. Therefore, this is reported, "Timbuctu was important for its diamond mines rather than for its university."

Table IV describes the major misconceptions of the seventh grade students and of the twelfth grade students. Five of the six misconceptions are the same for both groups, although their relative ranking is not similar.

TABLE IV

MAJOR MISCONCEPTIONS -- SEVENTH GRADE

1. Large wild animals--such as lions, elephants, and giraffes--would more likely be found deep in the African jungles than roaming through African parks and game reserves. 56.67%

2. Most of Africa south of the Sahara is covered by jungles rather than by grasslands. 55.12%

3. Traditional religions of Africa south of the Sahara stress a belief in the necessity of human sacrifice to please the gods when they are angry rather than a belief in a Supreme Force or Being who created the universe. 50.48%

4. Timbuctu was important for its diamond mines rather than for its university. 48.45%

5. When European explorers first came to Africa they found no towns or cities, only small villages of huts, rather than many strong kingdoms. 46.67%

6. In terms of dollar value, the most important exports of Africa south of the Sahara are mineral products rather than agricultural products. 43.45%

TABLE IV
(cont'd)

MAJOR MISCONCEPTIONS -- TWELFTH GRADE

1. In terms of dollar value, the most important exports of Africa south of the Sahara are mineral products rather than agricultural products. 74.31%

2. Traditional religions of Africa south of the Sahara stress a belief in the necessity of human sacrifice to please the gods when they are angry rather than a belief in a Supreme Force or Being who created the universe. 63.35%

3. Timbuctu was important for its diamond mines rather than for its university. 63.48%

4. Most of Africa south of the Sahara is covered by jungles rather than by grasslands. 56.05%

5. When the European explorers first came to Africa they found no towns or cities, only small villages of huts, rather than many strong kingdoms. 55.54%

6. A chief product of the Congo (Kinshasa) is petroleum rather than copper. 51.89%

Those students who are most informed about Africa south of the Sahara are likely also to be the most mis-informed about this region. The students who scored highest on the total instrument tended to choose particular incorrect responses to those items identified as relating to misconceptions more often that did those students who scored lowest on the instrument as a whole. On the total test, twelfth grade students scored better than seventh grade students; yet, of the five identical misconceptions held by students at both levels, every one was supported by a greater percentage of twelfth graders than seventh graders. In addition, for those items involving a misconception, only two discriminated adequately between twelfth grade students scoring in the upper half and those scoring in the lower half on the total instrument. Two of the items were negative discriminators for twelfth grade students. For seventh grade students, none of the six items discriminated adequately and one was a negative discriminator. This suggests that somewhere students are learning mis-information.

While certain patterns tended to emerge in the analysis of responses to both instruments by types of schools and regions of the country, it was not possible to make any clear-cut generalizations. Generally both knowledge and the tendency to stereotype were least strong in the West. Since no Southern rural or Western suburban schools were represented in either survey, it is not possible to ascertain whether region of the country or type of school or some combination of the two accounts for the variance in the scores. In addition, although the samples included many students, only a few schools in each section and of each type were sampled. Therefore, it is very possible that the results reflect differences between schools rather than differences between sections of the country or types of schools.

Conclusions

The surveys conducted by Project Africa during the Fall of 1967 demonstrate that American secondary school students have limited and often superficial knowledge about Africa south of the Sahara. Both surveys reveal that these students have a stereotyped image of the region and that this image contains many misconceptions. The survey of basic knowledge reveals further that their knowledge is minimal and that, while a limited amount is known about some topics, there are topics about which they know virtually nothing.

The image of Africa south of the Sahara described by the results of the WORLD REGIONS PERCEPTION SURVEY and supported by the major misconceptions identified through the survey of basic knowledge, is hardly a balanced picture of the present African scene. Indeed, it is not a balanced picture of the African scene past or present!

In part, this image, like any image, is based on information, misinformation, and lack of information. For example, it is no wonder that students see Africa south of the Sahara as a land of "no history" when the survey of basic knowledge demonstrates that they have virtually no knowledge of the region before the coming of the Europeans. Students simply have never heard of Zimbabwe, Benin, and Ashanti, or of Sonni Ali, Osei Tutu, or Mansa Musa.

The mis-information that students have about Africa may come primarily from the popular media. While students may never have heard of Africa's Sudanic kingdoms, they probably have heard of Tarzan, Jungle Jim, and King Solomon's mines If Tarzan lives in the jungle along with his lion and elephant friends, and this is all that a student knows about Africa, the student's image of Africa will certainly not be accurate. If a student has seen numerous drawings or animated cartoons of missionaries in the cooking pot with savages dancing around the fire, but has never seen a photograph of an African farmer or fisherman, he will not have a balanced image of the region. As long as students go to camp and sing about Zulu kings sitting underneath coconut trees, and as long as such songs are their chief source of information, their image of Africa south of the Sahara will be distorted.

No doubt the current content of the popular media presents a somewhat more accurate view than has been true in the past. Daktari and Cowboy in Africa may very well still "o're unhabitable downs, place elephants for want of towns," but at least people travel by jeep and plane rather than by swinging vine and the Africans communicate in languages rather than by grunts and beating on hollow logs. However, it will take more than Clarence the Cross-eyed Lion to erase the image of Africa south of the Sahara that American students presently hold.

Much of the accurate information about Africa that students receive, they receive from formal instruction in social studies classrooms. Since the majority of social studies teachers are not well informed about the region, the type of information that students receive is determined primarily by the instructional materials used in these classrooms. Usually the information contained in commercial instructional materials--textbooks, paperback books, films, filmstrips, records,--is accurate, although sometimes certain misconceptions about Africa are so widely held that they will slip in. For example, one otherwise accurate filmstrip-record combination names tigers as one of the many wild animals to be found in Africa. In addition,many of the materials are very much out-of-date,for what may have been true of Africa five years ago may very well not be true of it today. The problem, therefore, with instructional materials is usually less one of accuracy of information, than it is one of lack of balance and up-to-dateness in the information presented.

This lack of balance is especially noticeable in the elementary grades. Here instruction about Africa south of the Sahara tends to focus on the strange and the bizzare. There are very few pygmies in Africa in relation to the total population; yet, in terms of what students study in elementary school, pygmies would seem to be a major segment of the population--or, in some cases, the total population. Since pygmies live for the most part in rainforest areas, the image of Africa as a land covered by jungle is reinforced.

Where broader coverage is given to Africa, the strange animals, the gold and diamonds of Southern Africa, and the tall, graceful Tutsi warriors are other favorite topics of study. There are text materials, pictures, films, and filmstrips available about all of these. For the most part the specific information is accurate, or at least was, when the material was prepared. However, when the study of Africa south of the Sahara focuses on these and only these topics, the resultant image and knowledge is most inaccurate and misleading.

In the secondary grades, Africa is treated differently than it is in the elementary school. It is most often studied in a course on world geography in which the emphasis is on the physical and economic geography of various world regions. Sometimes the intent of this course is to focus on human or cultural geography, but, even then, places and products play a major role. The lack of balance in such courses results from attempting to survey all of Africa south of the Sahara in a limited amount of time. Facts which can be easily isolated and memorized tend to become the goals of hurried surveys. Capital cities, chief products, major rivers, and leading political figures can be gleaned from a twenty-one day travelog of the dark continent. Besides, these are all facts that are either correct or incorrect--there is little need for depth of knowledge or interpretation on the part of the student or teacher. Topics which require deeper understanding, topics such as historical development, cultural diversity, or problems of modernization, are passed over for lack of time, for lack of teacher knowledge, and for lack of instructional materials.

Sometimes Africa south of the Sahara is studied in the world history course that is taught in most secondary schools. However, in this course it is studied from the point of view of European exploration, colonialism, and imperialism. The students see the region and its peoples through the very parochial eyes of explorers, missionaries, entrepreneurs, and adventurers. They study it only as an appendage of European history, as an arena in which the destinies of western civilization were enacted. This culture-bound view distorts Africa's past and gives little insight into the present.

Seen in this perspective, the results of Project Africa's surveys are not particularly surprising. Limited and superficial student knowledge is the logical consequence of limited and superficial study in school, especially, as in this instance, where experiences outside of formal instruction present an even more distorted image of the region. The finding that the better students--those who know the most about Africa south of the Sahara--tend to hold more misconceptions and to be more stereotyped in their thinking suggests that poor lessons have been learned well.

It is not possible, nor is there any intent here, to cite a particular cause or to place particular blame for the image that American secondary school students have of Africa south of the Sahara. The intent of this research was simply to describe this image for the benefit of classroom teachers and curriculum planners.

Regardless of the cause, teachers need to be aware of the nature and prevalence of this image of Africa south of the Sahara so that they can guard against its slipping into their teaching. They should attempt to have their class presentations, whether these be through lectures, films, or textbooks, present a balanced view of the African scene. Perhaps they should even attempt to destroy stereotyped images by presenting material which contradicts, rather than reinforces, what students think they know about this region.

Assuming that social studies teachers, curriculum planners, and producers of instructional materials believe that it is important that students leave secondary school with a basic understanding of the geography, history, culture, and current affairs of Africa south of the Sahara, and assuming that this understanding should be as correct as possible, the results of Project Africa's two surveys indicate that Africa south of the Sahara must receive more adequate treatment in elementary and secondary schools than it presently does--in both quantity and quality. This treatment in school may do little to change the image of Africa presented by popular media, but at least it should help students to see this image for what it is--an unbalanced distortion built up through centuries of ignorance and viewed through the culture-bound prejudice of Western eyes.

GUIDELINES FOR TEACHING ABOUT
AFRICA SOUTH OF THE SAHARA
IN SECONDARY SCHOOL SOCIAL STUDIES

Barry K. Beyer and E. Perry Hicks

Africa south of the Sahara is an immense land. It is also a land of marked contrasts and rich diversity. Planning or conducting meaningful classroom instruction about this land and its peoples, especially at the secondary level, requires considerable knowledge about this region as well as experience in teaching and curriculum development. Even when this knowledge and experience exists, further assistance may be quite useful. The guidelines that follow are designed to offer such assistance.

Factors to Consider In Planning

The study of Africa south of the Sahara at the secondary level should not be planned in isolation from the broader educational program of which it is a part. For, no study--be it of a region, a problem, a theme or whatever--exists merely as an end in itself. Every study, rather, must be viewed as part of a larger whole, as one stage in an ongoing process of learning. It may be a topic within a unit, a unit within a course, or even a course within a broader sequence of social studies learning experiences.

The study of this region, thus, must be viewed for what it really is--only one of a number of cultural, historical or regional studies each of which aims to accomplish its own specific objectives while at the same time leading the students closer to the attainment of the overall course and sequence objectives. It should help take students from one place in terms of what they know and can do toward another. It is by no means an end in itself.

Furthermore, selected concepts and generalizations rather than a catalog of factual data should be the prime knowledge objectives of any learning experience. Because of the increasing rapidity of change, data that is true today may not be true tomorrow. Moreover, the current knowledge explosion makes it impossible to learn all that is now known anyway. The most useful learning, therefore, must stress that knowledge which is transferable and which will provide organizational structures around which one can assemble relevant data in order to give meaning to new situations.

It is more valuable to know, for example, the implications for many African nations of being tied closely to a one-product economy than it is to be able to recite the number of tons of cocoa beans exported last year by Ghana. It is certainly more meaningful in coming to grips with our world to know that a people's way of life is shaped largely by its culture, its level of technology, its contacts with other peoples and the nature of its habitat than it is to know that a staple of the Masai diet is blood from their cattle.

Certainly the study of Africa south of the Sahara should be designed to learn something of a factual nature about this region and its peoples. At the same time, however, this factual information must be used to facilitate the development of the concepts, generalizations, skills and attitudes set for the course of study of which it is a part. Content about Africa must be treated as a vehicle as well as a goal. Its acquisition is not the sole goal of learning. It is not merely to be memorized. It is to be used.

The development of conceptual objectives also requires the use of techniques of intellectual inquiry. Concepts, generalizations and skills cannot be given to anyone. They are, rather, the product of active and repeated intellectual interaction with content or data. The search for meaning and significance requires that this content be used--be manipulated, pulled apart, examined and reassembled in new ways. And this is something that the learner, not the teacher, does.

A study of Africa south of the Sahara designed to develop conceptual as well as informational objectives must use inquiry teaching strategies. Learning experiences must be structured to lead the learner through the process of intellectual inquiry--of defining questions for investigation, of hypothesizing answers to these questions, of using data to verify these hypotheses and of drawing conclusions about the results of this inquiry. Deliberate utilization of these skills and processes will lead not only to the development of more meaningful conceptual knowledge but also to knowledge that is retained longer, has greater transferability and that is most relevant to the learner. And, in the process, information about Africa itself will be learned.

In doing this, a wide variety of instructional media must be employed. The learners must be immersed in the subject being studied. All their senses must be employed as much as possible. Excessive reliance on written materials alone cannot ensure this. Many secondary school students especially are rebuffed in their efforts to learn by the heavy emphasis on reading assignments; many "slow" students are "slow" because they cannot or do not want to read. Yet, they are curious, inquisitive and fully capable of learning if they so desire.

The use of filmstrips, slides, film loops, recordings, picture cards, maps, models, works of art and artifacts as integral parts of the learning experience, on the other hand, not only stimulates this type of student to inquire but it makes it possible to "feel" a culture--which, after all, is a primary objective for teaching about one anyway. The multi-media approach to instruction is essential in order to provide variety, to individualize instruction, to secure a closer approximation of reality and to involve students more actively in the process of learning.

The students, themselves, must be considered, too. Many who are enrolled in courses which include the study of Africa south of the Sahara are not there because they have elected to be. Their attendance is required. Furthermore, many learners in these courses are of average or below-average academic ability. This is especially true in many world geography courses which are customarily required of the "slower" students while the college-bound are channelled into the study of European history, instead. Important, also, is an awareness of what these students already know about the subject to be studied--if for no other reasons than to structure its study to avoid duplication or to dispel misconceptions or erroneous beliefs they might already possess.[1]

There is yet another consideration. This is the very nature of Africa south of the Sahara, itself. It consists of over three dozen independent nation-states in which live over eight hundred distinct ethnic groups each speaking a tongue and observing a set of customs and laws of its own. The various facets of its political, economic, cultural and social development and life that could be studied are almost unlimited. Yet, the time available in most schools for the study of this region may vary from only two to a dozen weeks, hardly enough time to get more than a smattering of knowledge about it. Thus, it is obvious that classroom study of this region cannot and, indeed, should not attempt to cover everything known about it.

There is another facet to this body of content, too. While much is known about it, even more is still unknown. There are significant gaps in what is known to be true; even much of what is claimed as knowledge represents little more than speculation or conjecture. Some is reliable, some quite questionable. Caution must be exercised in what is selected to be taught as truth.

Caution must also be exercised to avoid teaching about this region with an air of utter finality. Even what is accepted to be true today may not be so several years hence. Scholarly research regularly turns up new data about this region and its peoples. Not only does this often add to what is already known, it very often challenges what is thought to be true; not only does it help answer questions that already exist, it also raises new questions. Africa south of the Sahara, as a body of information, is a dynamic entity--being continuously enlarged and altered in both quantity and quality.

Guidelines for Planning the Study of Africa south of the Sahara

Consideration of the foregoing gives rise to the following guidelines for developing a practical, meaningful study of Africa south of the Sahara at the secondary level.

Objectives: The primary objectives of a study of this region and its peoples should be (1) to acquire information and insights that will make contemporary and evolving Africa south of the Sahara intelligible and (2) to facilitate the development of knowledge, skill and, affective objectives of the course and sequence of courses of which its study is a part. These latter should include the developments of valid generalizations about people and how and why they do as they do, of concepts that will be useful tools in organizing future information in a meaningful way, of the intellectual skills of inquiry and of attitudes and values supportive of these.

---

[1] See above, pp. 23-35.

This means, in essence, that the study of this region must do more than merely inform students about another region of the world. For, if it were to do only this it would hardly be more than a travelog or catalog of facts, dates, places and products taught by a show-tell-remember approach.

To be meaningful, this study must aim to erase the erroneous stereotypes that characterize what most students presently believe about Africa south of the Sahara. Because no other peoples in this world are as maligned, as misrepresented, in the American mind as the peoples of this region, this study must also aim to acquaint the students with a number of these peoples and with the value systems that guide their actions, their aspirations and their creative endeavors. In this way the students will be able to develop an understanding of Africans as human beings who, like themselves, have a long past and high aspirations, who create things, express themselves in a wide variety of ways and grapple with the same basic problems as people elsewhere. Such knowledge will be invaluable for all students, not merely for those who trace their racial and cultural roots to this region.

This study furthermore must be planned in relation to the objectives set for the study of each other region or peoples included in the course as well as to the objectives set for the total social studies sequence. If, for example, one overall objective of the sequence and/or course is to know that all people have to deal with similar basic problems, such as providing food, clothing, shelter, security and opportunities for self-expression, then the study of Africa must be designed to lead to the understanding that its peoples all deal with these kinds of problems. If another overall objective of the sequence and/or course is that any people's way of living is shaped by its perception of the environment, its culture and its level of technology, then the study of Africa south of the Sahara must develop this understanding about its peoples.

In this way, the study of Africa south of the Sahara can serve a variety of useful purposes. It can enable the students to come to grips with the principles that motivate and characterize human behavior in general. It can provide a perspective which will make it easier for them to see themselves as others see them and to understand themselves better as individuals and as members of a community of interacting and interdependent individuals. And, it can help develop an understanding of the nature, roots, and implications of the basic problems and issues that confronted individuals, groups and nations in the past, confront them today and will confront them in the future.

This type of study may also serve as an arena in which the students can examine certain closed areas, subjects considered so complex or controversial or emotion-laden that they cannot be dealt with in an objective fashion in the classroom, but which, if studied in settings foreign to the locality, can yield transferable knowledge and insights that can perhaps contribute to a more rational perception of the local problem areas still closed to classroom inquiry. In so doing it can develop and deepen concepts and generalized knowledge that will be useful in interpreting and manipulating fundamental trends, processes and features of life today and in the future.

Such a study can furthermore serve as a vehicle for developing and refining certain attitudes and values as well as selected skills of intellectual inquiry. The skills of distinguishing fact from opinion, making inferences from data, making analytical comparisons, hypothesizing, validating hypotheses and generalizing can be readily developed in the process of conducting this study. So, too, can attitudes such as empathy, a respect for evidence, objectivity and suspended judgement, and tolerance. All of these appear essential for coping successfully with the world as it is becoming.

The study of Africa south of the Sahara, then, must be considered as a vehicle for accomplishing a multitude of learning objectives as well as an object of learning itself. Awareness of this is fundamental to the development of an educationally worthwhile program of study about this region in the secondary school social studies curricula. Planning for teaching must commence with a hierarchy of learning objectives--not just with content alone.

Content: Content is important, of course. It is especially important as a vehicle for accomplishing the objectives of the entire learning experience. For the curriculum builder the selection of content appropriate to these objectives is a major task. Clearly, the content needed to fulfill the above objectives for a study of Africa south of the Sahara must be such that it eliminates the stereotypes and incorrect impressions that now exist about this region and its peoples, provides information that will make Africa and Africans of today and tomorrow intelligible and serves as a vehicle for the achievement of the broader objectives of the entire learning experience. In order to do this:

1. The study of Africa south of the Sahara must be selective. It must avoid being a sweeping survey of the entire region. This region is so immense, so diverse, that it cannot be studied in a meaningful way as a single entity in the limited time allotted to it at the secondary level because the superficial generalizations or impressions that will arise from such a survey will simply not be valid. A common dictionary definition of the verb "to cover" is "to hide or obscure from view or knowledge." Any attempt to cover all of Africa will do just that; the students will most likely emerge from such an exercise less knowledgeable than when they started.

   At the same time, the dangers of hopscotching across the continent by studying in some detail just one region, one tribe, or one colonial administration must also be recognized. So, too, must the dangers of overemphasizing the study of the exotic or unusual. Most stereotypes and misconceptions that exist about Africa and its peoples today, in fact, have sprung from just such studies--from making sweeping generalizations based on the study of very limited evidence. A study of Pygmies in the elementary grades without any attentinn to any other peoples of Africa, for example, has given too many students the lasting impression that all Africans are unusually short, black people who barely subsist in the tropical rainforest of the region. The dangers of generalizing too broadly on the basis of too limited experience or information must always be considered.

In actuality, a worthwhile study of this region, must strike a balance between these two approaches. Africa south of the Sahara should be viewed as a world within itself consisting of a multiplicity of various features. Instead of studying only one example of a particular feature, several examples should be studied in depth. The students should then generalize about these noting commonalities and differences among them, explore how and why these exist and examine current changes and trends which affect them. In this way, they will be able to develop valid understandings about this region and its peoples, understandings that can then be considered tentative hypotheses and used as tools to investigate other world regions in the quest for valid generalizations about people of other cultures including the student's own.

2. The primary emphasis should be on contemporary Africa--what it is today and what it is becoming. This is not to say that the study of the region's past or of the political, social, economic and geographical forces which have been at work over the centuries to shape it into what it is today should be entirely omitted. Far from it. Certainly an understanding of the nature and impact of these forces--especially the development of the concepts of political states and kingdoms, the Moslem penetration, the impact of the slave trade, the European penetration and the resultant rise of nationalism and nation-building--are absolutely essential to a proper understanding of the route by which Africans came to be as they are today. Yet, care must be taken not to overemphasize the distant past for itself alone nor to get bogged down in a detailed chronological narrative of the past. Instead, history should be used as a resource from which can be secured insights into the origin and development of the peoples, problems and prospects of Africa today and tomorrow.

3. Africa south of the Sahara must be studied from the inside, in its own terms. It is essential that students come to realize that people can act unlike us and not be inferior or wrong--that all people are affected in how they behave by the kind of place in which they live, the mores of their

culture, their history and the location of their country, and because of these and other factors it is entirely possible and reasonable for them to act as they do. No culture or region can be accurately understood or analysed through the values and assumptions of another culture.

A study of this region must provide the learner first-hand contact with it. The art, literature, music and folklore of a people should be the prime media of such study because these reflect their fundamental mores, values and beliefs--the very essence of their culture. This study, futhermore, should be as sympathetic as possible; it should emphasize the similarities in the nature of men as well as the differences in their habits. Above all, it should carefully avoid undue attention to the exotic. It should not make invideous comparisons. Neither should it examine Africa only as it relates to American history or development.

4. The major focus of the study of this region should be on people. Too many secondary school studies of world regions or cultures overemphasize physical and/or institutional features and pay scant attention to the most fundamental element in any area--human beings. A worthwhile study of any region must essentially be an examination of the people in it; certainly, current and future world problems and trends cannot be made intelligible without considerable understanding of the people who make the decisions and participate in the events that give rise to or reflect these problems or trends.

   Instead of generalizing about Africans as a vague group or of studying merely one single group such as the Bushmen, Tutsi or Pygmies, emphasis should be placed on an examination of several different tribes and ethnic groups which in toto represent the major features of African culture as a whole. Attention must be given to those of European, Asiatic and mixed descent as well as to peoples commonly considered more typically African. Those selected for study should exemplify different but quite prevalent kinship patterns, economic systems, political systems, types of social organization, and habitats; this study should involve students in identifying the basic features of African culture, in generalizing about what Africans have in common, in exploring how and why they got to be the way they are today, and in examining the current changes now underway in their ways of life and the impact of these changes on individuals.

Methods: The instructional strategies to be employed in a study of Africa south of the Sahara designed in accordance with the above considerations should be multidisciplinary and inquiry-oriented. No single discipline can adequately describe all the aspects of this region and its peoples. The tools and analytical concepts of all of the social and behavioral sciences, rather, must be employed to make them come alive with meaning and relevance.

Such a study must be extremely careful to avoid conveying any sense of utter finality about what is known about this region and its peoples. It should, instead, strongly suggest the limitations on what is really known for certain about them. It should be open-ended and suggestive; a spirit of inquiry--of questionning and of critical investigation--should be reflected and fostered.

Study of this region and its peoples must be structured around inquiry-oriented teaching strategies. Learning experiences must be learner centered. They must require the learner to engage in and learn the techniques of inquiry. Students must learn to separate fact from opinion, to detect biases, to respect evidence, to identify interrelationships, to make meaningful comparisons and to do the numerous other intellectual operations which constitute the process of learning by inquiry.

Above all, the learner must have ooportunities to generalize, to make his experiences mean something. It is essential that he be required to wrap-up his inquiry in order to relate what he has learned to his previous knowledge and to provide a springboard for further learning. Again, care should be taken to avoid generalizing too broadly or on the basis of insufficient evidence. Those generalizations that are developed must be considered merely as tentative conclusions, subject to further testing in the process of using them as tools to investigate other world regions in the quest for a better understanding of people, cultures and change.

In order for this to happen, the teacher must design and conduct learning experiences which allow--indeed, require--students to engage in all the mental operations which comprise the process of inquiry. Lessons, units, and courses must be structured so that the students identify problems or questions for study, hypothesize alternative solutions, test these against relevant data and draw meaningful conclusions.

For example, an inquiry unit designed to use data about the Hausa of Nigeria to help students develop understandings about why they are the way they are could be organized as follows:

1. INTRODUCTION--(1 day) to pose a problem for inquiry and to hypothesize by having the students:

   a) Examine selected stillpictures that challenge their stereotypes of these people and lead them to question just what these people really are like and why;

   b) Tell what they think these people might be like--(i.e: rich or poor, farmers or traders, illiterate or educated, Moslem or Christian, etc.)

2. WORKING WITH CONTENT--(3 days) to analyse data, to determine the accuracy of the hypothesis, by having the students:

    a) Study folktales, still pictures, uncaptioned filmstrips, movies, reports of travellers and other written materials to identify the characteristics of these people;

    b) Evaluate the extent to which these people fit the original hypothesis and, in so doing, examine reasons why they are the way they are.

3. CONCLUSION--(2 days) to draw conclusions that tie up the inquiry and that are supported by the available data.

A study such as this is more a discovering kind of experience than a telling one. The learning that occurs should result from direct student involvement in active intellectual investigation. The major role of the teacher should be to facilitate this by guiding, questionning, stimulating and challenging student inquiry. The major function of the teacher should be to plan and guide learning--not tell what must be learned.

Materials: In order for a study of Africa south of the Sahara to be effective, the learning materials to be used must be varied, readily accessible to the students, based on the best available scholarship, at least partially structured, and non-interpretive.

The most essential feature of these materials is that they present information, data or evidence without interpreting it or explaining its significance; these tasks must be left to the learner since they are the very essence of learning. Interpretive accounts may occasionally be useful as a media against which a student may check his own conclusions, as a foil for initiating a study of a problem, or as a device for developing a wariness of the written word as the absolute truth; yet unannotated descriptions, narratives and presentations in the form of original sources, documents, diaries, letters, journals, statistics and similar materials are the primary requisite for this type of learning.

Probably the single, most important criteria for selecting written materials--assuming, of course, they are scholarly, up-to-date and relevant--is that they be readable. They must be legible. They must also be of a level of difficulty commensurate with the abilities of the learners. Reproduction of documents or first-hand accounts in their original style, language or print is not essential to effective learning unless somehow these affect their meaning or use; where such reproduction interferes with effective learning these materials should be rewritten in a style and using a vocabulary more easily understood by those who will use them.

Not all instructional materials, however, should be written. The students should hear the actual sounds and see the actual sights--not merely read about them. Filmstrips, slides, 16mm films, single-concept films, tapes, records, overhead projections, maps of all types, still pictures, artifacts--

all of these must be used in learning about this region. Variety is essential not only because it adds zest to learning, but also because certain media seem best suited for certain tasks; for example, transparencies with overlays are best suited for identifying and analysing potential relationships among things which can be depicted graphically while 8mm or 16mm films are most useful in presenting information in which movement or sequence is crucial. Yet, with these media just as with the written media there should be no accompanying interpretive narration, commentary or captions. The responsibility of giving meaning to data belongs to the learner.

The materials used should be internally structured, some to a higher degree than others. Filmstrips cannot be a random selection of pictures if a specific knowledge objective is being sought; written materials should not consist of unrelated information if students are to develop a specific generalization. Material for use in this fashion must be carefully sequenced, for it is by the internal structure of the materials that the teacher or curriculum designer can provide the guidance needed by the learner inexperienced in inquiry. Obviously, those more experienced in inquiry will be able to deal successfully with materials that are only loosely structured, if at all.

There appears to be a widespread belief among social studies teachers that there are no instructional materials now available that meet these requirements. Not so. There are, in fact, a number of collections of primary sources, uncaptioned filmstrips, single-concept films, slide-record sets, overhead projections, tapes and records that can be used (just as they are with a minimum of adaptations) for inquiry learning about Africa south of the Sahara.[2] Of course, many of the traditional materials--paperback texts, captioned filmstrips and narrated films--are readily available; with considerable editing they, too, can be useful. In some instances it may even be desirable to create materials especially suited to a local program of study. But the argument that there are no good materials available for the type of instruction suggested here is more a myth than a reality. It should in no way be used to postpone any action intended to improve instruction about Africa in our secondary schools.

Summary

The guidelines suggested here focus on people, contemporary culture, and individual and group problems relevant to life in the latter part of the Twentieth Century. They presuppose an inquiry-oriented, multi-disciplinary, in-depth study of topics selected because of their intrinsic worth as knowledge as well as their utility in serving as a vehicle for the development of the broader cognitive and affective objectives of the total program of which the study of Africa is but one part.

---

[2] For a list of these, see PART II of this Resource Guide.

There is certainly more than one way in which the study of Africa south of the Sahara can be structured to accomplish the objectives of the social studies. These guidelines represent only one approach. Nevertheless, perhaps they--and the other ideas found elsewhere in this Resource Guide--will be of use to those currently faced with the task of planning a program of study about this region and its peoples for inclusion in their secondary school social studies curricula.

PART II

MATERIALS
for Teaching About
Africa South of the Sahara
in Secondary Schools

II

INTRODUCTION

Teachers have long been reluctant to include the study of Africa south of the Sahara in their programs of study because of a common belief that there was a serious shortage of instructional materials suitable for use at the secondary level. At one time, only a few years ago, perhaps such a shortage did indeed exist. Today, however, it does not.

There is now available an abundance of instructional materials designed for use in teaching about this region and its peoples in our secondary grades. Some of these are good. A few are excellent. Unfortunately, however, many are of poor quality. Most are "telling" kinds of materials--complete with descriptive captions, narrative sound tracks or explanatory readings. Some are open-ended, ideal for use in inquiry-oriented teaching. A great many are factually outdated and focus on the esoteric, unusual and stereotypic. Some are based on the latest results of scholarly research and are most up-to-date in content emphasis. Very few, however, are entirely free from inaccuracies in content.

Not all materials that could be useful in teaching about Africa south of the Sahara are described in this guide. With several exceptions, only those specifically designed for classroom instruction are included here--the vast majority of these consist of filmstrips, slides, 8mm film loops, tapes, records, study prints, programmed materials and selected types of written materials. Where no reasonably comprehensive bibliographies of other materials exist, such as is the case for African novels and other types of literature for example, descriptions of these are also included. However, when adequate bibliographies of some materials do already exist this is noted and no further reference is made to them here. Teachers should consult these other bibliographies as well as this guide in their search for materials to use in teaching about Africa south of the Sahara.

It is the purpose of this part of the Resource Guide to facilitate the identification of materials that may be potentially useful in classroom instruction about Africa south of the Sahara. It consists of four parts. The first lists materials that will be directly useful to teachers or curriculum developers seeking guidance about what and how to teach about this region and its peoples. These should be consulted in conjunction with PART I of this guide.

The second part of this section is an annotated bibliography of all commercially available materials examined by this Project. This is followed by a list of materials which the Project deems worthy of consideration by schools which are seeking to start a collection of resource materials for use in teaching about this region but which have only a very limited amount of funds available for the acquisition of such materials. Reference to this list should provide some guidance to what at least one group of experienced educators and Africanists consider to be among the best materials of their kind now available.

Finally, there is a list of the addresses of publishers whose materials are described in this volume. Educators interested in securing examination copies of these should write directly to the publishers at the addresses provided. A list of organizations whose primary interests lie in this region of the world concludes PART II.

2

MATERIALS FOR THE TEACHER

As was pointed out in PART I, there is certainly no abundance of materials that will assist teachers to plan or conduct a meaningful study of Africa south of the Sahara in the secondary school classroom. Yet, there are a few that may be useful depending upon the specific needs and interests of the teacher. These are described here.

Planning for instruction on any topic requires some knowledge about general social studies curriculum and teaching as well as about the specific content to be taught. For this reason the materials cited below have been divided into two major groups. The first includes materials related to social studies teaching strategies and techniques in general. No adequate program of study--on Africa south of the Sahara or any topic in the social studies curriculum for that matter--can be developed without practical knowledge of the latest research and writing in this field. The materials included here represent those that will be most useful to teachers desirous of developing the most effective, stimulating and worthwhile study of this region and its peoples.

The second group of materials are related directly to the teaching of Africa south of the Sahara. These include guides to content, to techniques of instruction and to materials. Although placed according to their primary focus in one of these categories, all of these contain some information relevant to each of the other categories. Consequently, teachers involved in planning or teaching units or courses about this region and its peoples should consult all of these materials. When these are used in conjunction with the information contained in PART I of this Resource Guide, it will be possible to structure an up-to-date, effective study of Africa south of the Sahara.

1.00 CURRICULUM AND TEACHING

1.10 RATIONALE

Bruner, Jerome, The Process of Education. New York: Vintage Books, 1960. Paper. $1.95

The final draft of the report of a 1959 conference on science teaching which articulates the basic rationale of contemporary curriculum change in all academic subjects. Chapters on structure, readiness for learning, intuitive and analytic thinking, motivation and teaching aids. Index. 97 pp.

Fenton, Edwin, The New Social Studies. New York: Holt, Rinehart and Winston, Inc., 1967. Paper. $1.95

A statement of a rationale for innovation in the social studies curriculum based on a survey of curriculum development in the social studies and on the experiences of the author. Chapters on objectives and evaluation, teaching strategies, materials, pupil deployment and teacher preparation. Index. 144 pp.

Holt, John, How Children Fail. New York: Dell Publishing Company, 1964. Paper. $1.75.

An analysis of techniques devised by children to meet or appear to meet the demands of adults, especially in the formal classroom situation; emphasizes learning (or non-learning) strategies, the nature of learning and the impact on both of these of failure or fear of failure. Written in the form of memos and notes. No index. 181 pp.

1.20 OBJECTIVES

Bloom, Benjamin et. al., Taxonomy of Educational Objectives--Handbook I: Cognitive Domain. New York: David McKay Company, Inc., 1956. Paper. $2.50

A discussion of educational objectives and curriculum development followed by a detailed analysis of the various levels of the cognitive domain of learning complete with illustrative objectives and test items. Appendix has shortened version of taxonomy. 207 pp.

Krathwohl, David et. al., *Taxonomy of Educational Objectives--Handbook II: Affective Domain*. New York: David McKay Company, Inc., 1956. Paper. $2.50

A description of the affective continuum and its relation to the cognitive domain, a discussion of curriculum evaluation and research and a detailed outline of the classification of affective objectives with examples of educational objectives and test items. Appendix contains condensed versions of both affective and cognitive domains. Bibliography. 196 pp.

* Mager, Robert, *Preparing Instructional Objectives*. Palo Alto: Fearon Publishers, 1962. Paper. $1.75.

A programmed text designed to help one understand how to specify instructional objectives in behavioral terms. It focuses on the *form* of usefully stated objectives in all areas--not on the selection of objectives. 62 pp.

1.30 STRATEGIES AND STRUCTURE

Allen, Rodney et. al., eds., *Inquiry in the Social Studies*. Washington: National Council for the Social Studies, 1968. Paper. $2.25.

A collection of short essays and articles (gleaned from the professional literature and other sources) on various aspects of inquiry, especially on questions, structure, and modes of inquiry. Includes several models for inquiry as well as transcripts of classroom discussion and model learning materials. 114 pp.

* Beyer, Barry, *Using Inquiry in the Classroom--Guidelines for Planning*. Athens, Ohio: Cooperative Center for Social Science Education, 1968. Paper. $1.00.

An analysis of the nature of inquiry and an outline of a teaching strategy derived from this. Emphasizes the planning of lessons and units structured along the lines of this strategy. Discusses also the role of the teacher and implications of the use of this strategy in the classroom. 18 pp.

---

* Items thus marked will be of greatest use in structuring unit and daily lesson plans in accordance with the preceding guidelines.

Fair, Jean and Fannie R. Shaftel, Effective Thinking in the Social Studies. Washington: National Council for the Social Studies, 1967. Paper. $4.00

This 37th yearbook of the NCSS contains chapters by Hilda Taba on thinking, by Millard Clements on inquiry as related to various disciplines, by Charlotte Crabtree on reflective thinking and by Dana Kurfman on evaluating inquiry. 275 pp.

Hunt, M.P..and Lawrence Metcalf, Teaching High School Social Studies. New York: Harper & Row Publishers, 1968. Second Edition. Hardcover. $10.50

A revised edition of the classic social studies methods text on teaching for reflective thinking. Pp. 65-274 focus on the teaching of concepts, generalizations and value analysis as well as on techniques for motivation, discussion and evaluation. Index. 463 pp.

Massialas, Byron and C. Benjamin Cox, Inquiry in Social Studies. New York: McGraw-Hill Book Company, 1966. Hardcover. $6.95

An analysis of the use of inquiry in the social studies classroom focusing on the theoretical rationale as well as on materials, participation techniques and evaluation procedures. Index. 353 pp.

Massialas, Byron and Jack Zevin, Creative Encounters in the Classroom. New York: John Wiley and Sons, Inc., 1967. Paper. $2.50

A discussion of the nature of inquiry with transcripts of classroom discussion involving analysis and discovery in the areas of geography, non-western studies, history and values. Index. 274 pp.

Raths, Louis et. al., Teaching for Thinking: Theory and Application. Columbus, Ohio: Charles E. Merrill Books, Inc., 1967. Hardcover. $7.25

An attempt to delineate a theory of instruction for teaching children how to think and to provide examples of learning experiences teachers can use to help students learn how to compare, observe, summarize, classify, interpret and so on. 348 pp.

* Sanders, Norris, Classroom Questions--What Kinds? New York: Harper & Row Publishers, 1966. Paper. $2.50

An outline of types of questions designed to elicit thinking, translation of data, interpretation, analysis, synthesis, and evaluation; includes sample questions and self-test items. Index. 176 pp.

* Taba, Hilda, Teacher's Handbook for Elementary Social Studies. Palo Alto: Addison-Wesley Publishing Company, 1967. (Introductory Edition). Paper. $1.95

A rationale for curriculum development that is relevant to any content area at any level. Provides a structure for organizing any study and specific guidelines for designing teaching strategies in the cognitive domain. Key questions analysed and suggested. No index. 150 pp.

2.00 TEACHING ABOUT AFRICA SOUTH OF THE SAHARA

2.10 GUIDES TO CONTENT

* Bohannan, Paul, Africa and Africans. Garden City: The Natural History Press, 1964. Paper. $1.25.

A scholarly introduction to Africa south of the Sahara--its people and history. Half of the book emphasizes the people and their arts, family organization, politics, labor systems, and religion. The remainder emphasizes African history to 1900. Index. 260 pp.

* Brown, Ina Corinne, Understanding Other Cultures. Englewood Cliffs: Prentice-Hall, Inc., 1963. Paper. $1.95

An analysis of the concept of culture organized around discussion of family and economic institutions, the arts, life, manners, values, religion and change; examples from a wide variety of cultural groups used to illustrate general principles; selected bibliography. No index. 184 pp.

Curtin, Philip D., African History (publication #56 of the Service Center for Teachers of History of the American Historical Association). New York: The Macmillan Company, 1964. Paper. $1.00.

A brief survey of African historiography with comments on selected historical works, new sources of data, and ways to organize the study of African history; also, discussion of selected problems of African history such as the Bantu migration, myths, the slave trade, the scramble for empire and so on. No index. 55 pp.

Kenworthy, Leonard, Africa--A Teaching Guide. F. E. Compton & Company, 1962. Paper. 25¢.

A brief guide for teaching about Africa; includes concepts to emphasize, a suggested outline to follow, pertinent facts about Africa, maps, and some suggested activities. 12 pp.

Kenworthy, Leonard S., Kenya--A Background Paper. Brooklyn: World Affairs Materials Center, 1961. Paper. 50¢.

A mimeographed description of the geography, peoples, homes, food, economic activity, health conditions, education, religion, government and leaders of Kenya; special pages on the Mau Mau, important dates, landscape and recreation; bibliography of teaching materials. 25 pp.

Kenworthy, Leonard S., Nigeria--A Background Paper. Brooklyn: World Affairs Materials Center, 1959. Paper. 50¢

A mimeographed outline of basic data on Nigeria (land, resources, people, homes, food, clothes, economic activities, cities, religion, recreation, education, arts and crafts, history, government, leaders) with a bibliography of books and other instructional materials. 22 pp.

Kenworthy, Leonard S., Tanganyika--A Background Paper.
Brooklyn: World Affairs Materials Center, 1961.
Paper. 50¢.

A mimeographed outline describing the geography, history, peoples, social conditions, economic conditions, education and government of Tanganyika; bibliography of teaching materials. 20 pp.

Lystad, Robert A., "Sub-Saharan Africa," in Shirley Engle, ed., New Perspectives in World History, (34th Yearbook of the NCSS). Washington: National Council for the Social Studies, 1964. Paper. $5.00.

23 pp. survey of African historiography and prehistory with outlines of pre-colonial, colonial and independent Africa history. No index. 667 pp.

* Singleton, F. Seth and John Shingler, Africa in Perspective.
New York: Hayden Book Company, Inc., 1967. Paper. $3.96.

A readable, scholarly survey of the peoples, geography, history and contemporary life of Africa south of the Sahara with special sections on the Congo and Nigeria, Ethiopia and Liberia, and South Africa. Excellent maps, charts, photos. Index. 310 pp.

Wilson, Margaret Welch, Our African Neighbors. Gastonia, North Carolina: Brumley Printing Company, n.d. Paper. $1.00.

A collection of brief descriptions of races, foods, traditional cultures, regional customs, proverbs, folktales, poetry, music, arts and crafts with bibliographies and suggested projects. Index. 83 pp.

2.20 GUIDES TO METHODS

Beattie, John, Understanding an African Kingdom: Bunyoro.
New York: Holt, Rinehart and Winston, 1965. Paper. $1.50.

A description of the methods used by the author in his study of the Nyoro focusing on his theoretical preparation, field work methods (including use of informants, quantification, observation, records) and writing procedures. No index. 61 pp.

Fenton, Edwin, Race Relations in the Republic of South Africa, a unit in Studies in the Non-Western World, An Inquiry Approach. New York: Holt, Rinehart & Winston, 1964. Paper. Free.

Student readings, transparency masters and teaching guides for a unit on apartheid; two booklets -- each 29 pp.

Laughton, W. H., Teaching About Our People. London: Cambridge University Press, 1965. Hardcover.

A guide for use by teachers in Kenya schools that describes methods, sources of content, and types of presentation that can be used to teach about various aspects of local life; sections on teaching about the family, buying and selling, government, tribal wars, marriages, buildings and communications. Index. 126 pp.

* Mamunes, George, The New York Times Student Weekly in African and Asian Studies. New York: New York Times Book and Educational Division, 1967. Paper.

A guide for teachers wishing to use current news sources in the classroom; includes suggested activities for teaching such topics as political instability, new nations, Nigeria, race and politics and apartheid. 32 pp.

Milliken, Edith and R. E. Crookall, Historical Model Making for African Schools. London: University of London Press, Ltd., 1962. Hardcover. 15s.

Suggestions for using and directions for making models of historical sites (ie: Zimbabwe, Elmina Castle, Kariba dam), buildings, ships, kraals, and homes of Africa south of the Sahara. (Originally prepared for teachers in African schools.) No index. 107 pp.

* Moon, Nancy M., Introducing West African Literature into Our Social Studies Classes. Athens, Ohio: Cooperative Center for Social Science Education, Ohio University, 1967. Paper. $1.00.

Concise rationale for using West African literature in the social studies followed by detailed suggestions for the use of Things Fall Apart, No Longer At Ease, Man of the People, in studying about culture, culture change, and the clash of cultures. Annotated bibliography of selected West African literature. 31 pp.

Odell, Clarence B., "Physical Framework of Africa," in Cartograph Teaching Aids. Chicago: Denoyer-Geppert Company, 1962. Vol. II, No. 3. Paper. 10¢.

A four-page, notebook-size description of the size, landforms, climate pattern and vegetation pattern of Africa; with full page, color map of Africa and nine different exercises requiring use of maps.

Teaching About World Regions. Albany: The University of the State of New York, The State Education Department, Bureau of Secondary Curriculum Development, 1963. Paper. $1.50

Descriptive list of teaching techniques and approaches for use in teaching about different regions of the world in the context of a traditional junior high school world geography course; includes 35 pp. of suggested techniques for use in teaching about Africa south of the Sahara. No index. 360 pp.

2.30 GUIDES TO TEACHING AIDS

Africa Study Kit. Boston: World Affairs Council, 1965. $2.25

A kit of some twenty books, articles and pamphlets on Africa; includes a list of films on various aspects of African political and economic development.

Carter, Gwendolen M., Changing Africa--A Study Guide to Africa South of the Sahara. Washington: American Association of University Women, 1963. Paper. 35¢.

Bibliography of outstanding books (as of 1962) on selected topics about Africa south of the Sahara, each topic introduced with a series of questions designed to direct the study of the topics; among the topics are geography, history, economic development, nationalism, and sections on selected nations in each region. 26 pp.

* Foreign Policy Association, Handbook on Africa. (Intercom--Vol. 8, No. 3). New York: Foreign Policy Association, May-June 1966. Paper. $1.00

A guide for teachers including background information on U.S. relations with Africa, African international organizations, a gazetter, a list of recent publications and periodicals, a review of selected textbooks and teaching films, and a bibliography of selected books arranged by topics and regions. No index. 56 pp.

Kenworthy, Leonard S., Free and Inexpensive Materials on World Affairs. New York: Teachers College, Columbia University, 1965. Second Edition. Paper. $1.50

Bibliography of free and inexpensive materials for use in teaching about a variety of topics in world affairs (ie: education, health, music, race and culture, religions, etc.), U.S. foreign policy, regions of the world, and the U.N. (6 pp. devoted specifically to Africa). No index.

* Kenworthy, Leonard S., Studying Africa in Elementary and Secondary Schools. New York: Teachers College, Columbia University, 1965. Second Edition. Paper. $1.50

A survey of things to teach about Africa and lists of stereotypes to dispel; suggested teaching techniques and important understandings to teach; includes an extensive bibliography of instructional materials as well as addresses of publishers and African information services and embassies in the United States. No index. 60 pp.

Schultz, Charles B., Ten Questions and Answers that Focus on World Cultures. Harrisburg: Pennsylvania Department of Public Instruction, 1966. Paper.

A brief rationale for the study of world cultures and 28 pp. of annotated references to written, audio and visual instructional materials. Cross references to all materials. 45 pp.

* Tolman, Lorraine E., Journal of Education. Boston: Boston University School of Education, October 1961, (Vol 144, No. 1). Paper. $1.00.

Extensive annotated bibliography of written materials (fiction, biography, non-fiction, short stories, anthologies, folk tales) keyed by reading level; magazines and periodicals, teacher materials, pamphlets and audio-visual materials (especially films); bibliographical essays and teaching suggestions on South Africa and on changing Africa (using a variety of materials). Title and author index. 96 pp.

2.40 PERIODICALS AND JOURNALS

African Arts/Arts D'Afrique. African Studies Center, University of California, Los Angeles, California, 90024. Published quarterly. $10/year

A quarterly devoted to the graphic, plastic, performing and literary arts of Africa. Includes many color prints, photographs and other reproductions.

* African Bibliographic Center, A Current Bibliography on African Affairs. New York: Greenwood Periodicals, Inc. Paper. $20 per year/ $2.25 single issue.

A monthly bibliography of the latest publications in all fields of African studies and related topics; each entry annotated and arranged by subjects; prices given; author index.

African Forum. American Society of African Culture, 401 Broadway, New York, New York, 10013. Published quarterly. $4.00/year.

A journal covering all aspects of Negro life in Africa, the Americas and the rest of the world; focuses on political, economic, social and literary fields.

* Africa Report. African-American Institute, 505 Dupont Circle Building, Washington, D.C. 20036. Monthly--9 issues yearly. $6.00/year.

Noted for its accuracy; an up-to-date factual report of Africa today in the context of its history; with monthly chronology of events; many illustrations.

* African Studies Bulletin. African Studies Association, 622 West 113th Street, New York, New York, 10025. Three issues yearly. $20.00/year.

Scholarly articles dealing with research on African politics, history, anthropology, sociology, and economics; occasional reports on African studies in the U.S.

Africa Today. Africa Today Associates, Graduate School of International Studies, University of Denver, Denver, Colorado, 80210. Published bimonthly. $5.00/year.

Presents opinions on current African economic, political, social and literary developments.

The Journal of Modern African Studies. Cambridge University Press, 32 East 57th Street, New York, New York, 10022. Published quarterly. $6.50/year.

Articles on all aspects of modern Africa, including politics, economics, society and related subjects.

NOTE

For a detailed annotated listing of the more than 80 English-language periodicals dealing with Africa south of the Sahara, see:

African Affairs for the General Reader: A Selected and Introductory Bibliographical Guide--1960-1967. New York: Council of the African-American Institute, 1967. Paper 210 pp.

2.50 BIBLIOGRAPHIES

Africa. New York: American Society of African Culture, n.d. Paper.

A 54-page mimeographed list of books on Africa available for study in the AMSAC library; unannotated; no prices; divided into sections on Africa in general, government, each region, and topics such as economics, education, religion and literature.

Africa, (Addendum). New York: American Society of African Culture, June, 1965. Paper.

An unannotated mimoegraphed list of books available in the AMSAC library; no prices given; 18 pp.

Africa: A List of Printed Materials. New York: U.S. Committee for UNICEF, 1968. Paper. $1.00

An annotated list of over 300 English language materials published in nine countries arranged by regions and graded for reading level. Some evaluative comments on each item. Includes publishers addresses, prices, and author-title-subject index. 67 pp.

Africa: A List of Printed Materials for Children. New York: Information Center on Children's Cultures, 1968. Paper. $1.00

A 76 page bibliography of materials on Africa suitable for children, each entry annotated, with grade levels suggested; prices included.

* African Bibliographic Center, African Affairs for the General Reader: A Selected and Introductory Bibliographical Guide, 1960-1967. New York: Council of the African-American Institute, 1967. Paper.

A selected bibliography of periodicals, articles, pamphlets, books and booklets on Africa; organized by topics, and regions; annotated, with prices when known; with subject, title and author index; 209 pp.

This is the single, most comprehensive up-to-date bibliography that is available.

Africa South of the Sahara--An Introductory List of Bibliographies. Washington, D.C.: General Reference and Bibliography Division, Library of Congress, 1961. Paper.

A mimeographed, annotated list of bibliographies in print as of 1961. 7 pp.

Book List on Africa for Canadians. Ottawa: The Canadian National Commission for UNESCO, 1965. Paper.

A list of books, periodicals and other written materials on various topics related to Africa, each topic introduced by a brief description of the topic and its implication; in English and French; no prices provided; unannotated. 28 pp.

Castagno, A. A., Reference Works and Surveys Dealing with Africa. New York: Queens, College, 1963. Paper.

A mimeographed, annotated list of bibliographies, maps, travelogues, annuals, guides and surveys; prices not included. 6 pp.

Logasa, Hannah, World Culture (McKinley Bibliographies Volume III). Philadelphia: McKinley Publishing Company, 1963. Hardcover. $7.00

Bibliography of scholarly, popular and student books arranged by topics such as geography, communication, ideas and isms, nations, religion, science; each topic is further sub-divided into a multitude of sub-topics. Index. 384 pp.

Publications of the International African Institute. London: International African Institute, 1965. Paper.

A list of the institute's publications on ethnography, languages, linguistics, history and sociology with prices but no descriptions. 13 pp.

Recommended List of Readings. New York: National Council of the Churches of Christ in the U.S.A. October, 1967. Paper.

A mimeographed list of books on Africa south of the Sahara for the general reader; unannotated.

* Rosenblum, Paul, Checklist of Paperbound Books on Africa. New York: Foreign Area Materials Center, 1967. Paper.

An unannotated bibliography of all paperbacks on Africa in print as of 1967; prices included; arranged by topics; includes index of publishers addresses. 59 pp.

The World History Bibliography Committee of the NCSS, World History Book List for High Schools, (Bulletin #31). Washington: National Council for the Social Studies, 1962. Revised Edition. Paper. $1.50

Annotated bibliography of books on all regions of the world, indexed by time period, topic and geographical areas (includes 30 on Africa). 145 pp.

AN ANNOTATED BIBLIOGRAPHY OF INSTRUCTIONAL MATERIALS

That there are few instructional materials on Africa south of the Sahara available is now more a myth than a reality. There are literally scores of potentially useful materials available today. A major handicap to effective teaching about this region has long been not the lack of such materials but the lack of information about the existance of these materials. It is the purpose of this part of the guide to describe as many of these as the Project has been able to identify.

The list that follows is not complete. In spite of, and, indeed, because of, the tremendous advances in recent years in the technology of information dissemination and retrieval and in the fields of educational materials and media, it has just not been possible to identify, locate, and secure for examination or study every single bit of material pertinent to teaching about Africa south of the Sahara in our secondary schools. Efforts to do this are, of course, still under way. However, the point has been reached where what has been discovered needs to be made available to those who have some need for it now.

In addition, where specialized bibliographies already exist, no effort has been made to duplicate them. Such is the case for 16mm films, paperback books and library books. Since there already exist two excellent bibliographies of films on Africa, only a limited number of 16mm films are described here. These are primarily instructional films that have become available in the past year or two. Because a number of complete bibliographies of paperbacks and other books on Africa south of the Sahara have already been and are constantly being published, only references to

English-language materials designed or advertised for instructional pruposes in grades 7-12 are included here.

Therefore, in searching for useful instructional materials, educators should consult not only this guide but also the following:

Films

Committee of Fine Arts and the Humanities, African Studies Association, African Film Bibliography. New York: African Studies Association (622 West 113th Street, New York 10025), 1966. 31 pp. Paper. $1.00

Moyre, Claudia, A List of Films on Africa, Boston: Boston University African Studies Center, 1966. 41 pp. Paper, (duplicated)

Books

African Affairs for the General Leader: A Selected and Introductory Bibliographical Guide. New York: Council of the African-American Institute (866 United Nations Plaza, New York 10017), 1968. 210 pp. Paper.

Clark, Geraldine et.al., African Encounter. Chicago: American Library Association, 1963. 69 pp. Paper. $1.50

Rosenblum, Paul, Checklist of Paperbound Books on Africa in Print November 1967. Albany, New York: Foreign Areas Materials Center of the New York State Education Department, 1964. 59 pp. Paper.

United States Committee for UNICEF, Africa: An Annotated List of Printed Materials Suitable for Children. New York: Information Center on Children's Cultures, 1968. 76 pp. Paper. $1.00

Instructional Materials

"Handbook on Africa," Intercom, New York: Foreign Policy Association, 1966. (Vol. 8 #3) 80 pp. Paper. $1.00

Kenworthy, Leonard, Studying Africa in Elementary and Secondary Schools. New York: Teachers College Press, Columbia University, 1965, Second edition. 60 pp. Paper. $1.50

Tolman, Lorraine, "Africa: A Selected Bibliography with Related Instructional Aids for the Elementary and Secondary School," Journal of Education. Boston University School of Education, October 1961. 96 pp. Paper. $1.00

Several cautions should be kept in mind when selecting any kind of instructional materials. First, the selection of these materials should follow, not precede, the development of the program of study in which they are to be used. There is no need today for a program or unit of study on Africa south of the Sahara to be built around any specific commercial materials. Such a wide variety of materials are now available that this is completely unnecessary as well as unwise. Instead, a program should be designed, the learning objectives clearly delimited and the individual lessons outlined in detail before instructional materials are selected. Then and only then will these materials be appropriate to the program objectives and fulfil their proper function in the learning process--serving as vehicles for learning rather than as ends in themselves.

Secondly, instructional materials should never be purchased or used sight unseen. They should be examined and analysed before any decisions are made regarding their use. A variety of different materials should be previewed before the purchase or rental of specific items is arranged. Until recently, this may have been impossible due to an unawareness of the great number of materials of various types that were commerically available. Reference to this guide and to the bibliographies cited above, however, should eliminate this problem.

Thirdly, as noted above the quality of available materials varies greatly. Thus, extreme care must be taken in selecting those for classroom use. It will probably be impossible to select any single material that is perfect in all aspects--that will be flawlessly accurate, well-balanced in approach, up-to-date in information and of superior quality. However, careful preview and analysis will make possible the detection of major weaknesses as well as strengths; wise selection and use will then make it possible to employ a number of materials in tandem or combination that will enable the strength of one to fill the voids or correct the inaccuracies of another.

There are several weaknesses to which these materials are most prone. Many if not most of them tend to give inaccurate impressions. This is sometimes a result of the fact that the intent of the material is different than the frame of reference or intent of the user.

Other inaccuracies result from inferior research, poor editing or the sacrificing of content to the desire to make the material attractive or saleable. One otherwise excellent set of transparencies, for example, suffers from occasionally misplaced lines and irrelevant sketches inserted by an overly ambitious artist.

Many more inaccuracies, are merely the result of the passing of time. What may have been true of Africa south of the Sahara five years ago is not as likely to be true today. Since it may take that long to produce certain types of material some are outdated before they even become available. Therefore, it is most important to check the publication date of any material; in most instances anything--visual, audio or written--published before 1967 will be subject to some degree of inaccuracy caused by the changing times. The earlier the date of publication, the more inaccurate it will most likely be.

Many of these materials also suffer from decided imbalances. Visual materials are especially prone to this but no materials are totally immune from it. At times this appears to be the result of poor preparation, but generally it results from an overemphasis on one topic to the exclusion of others. At times, too, it is a result of deliberate efforts to create a specific impression in spite of the fact that such an impression is not true in view of all the facts. This is occasionally true of materials produced by African nations themselves in which they wish to stress a "new image" while playing down existing impressions.

Thus, one filmstrip on economic activity includes pictures only of new factories, mills and transportation facilities which, in reality, are only a minor part of the economic scene of the region under study. Pictures of other, less complimentary but more typical aspects of its economy are omitted. Use of this filmstrip alone in the study of this region could lead only to an erroneous impression about its economy. Or, by way of another example, a number of written materials headline the fact that "Europeans ended the slave trade in Africa" while ignoring the fact that they also were largely responsible for stimulating it in the first place. An even more flagrant illustration of an unbalanced approach are those texts which treat African history only in relation to that of Western Europe or only after 1450.

A third weakness is that a great many of these materials are heavily loaded with stereotyped words, phrases, ideas or generalities. This is also especially true of those published before 1967. Words such as "native," "primitive," "backward," "heathen" and "uncivilized" abound in many of these in spite of the fact that what these words popularly connote is not true of most parts or peoples of this region. Beliefs commonly but erroneously associated with Africa are also perpetuated. One elaborate and well done filmstrip set, for example, talks about the tigers in the jungles of this land in spite of the fact there are none there. One useful set of transparencies even carries decorative sketches that do nothing but perpetuate outmoded stereotypes. And so on. In previewing materials, especially written ones, one should be particularly alert to the repeated use of words that connote erroneous stereotypes or of generalizations that although widely held as true really are in error.

No materials are completely free from these flaws or from the ethnocentric biases of their producers. This is as true of materials produced by African nations or publishers as it is of those produced by English, Canadian or American publishers. There is distortion and imbalance in virtually all of the currently available commercial or informational materials. These weaknesses cannot, of course, be eliminated. But they can be minimized and turned to effective classroom learning by wise selection and balanced use.

This is essentially the task--and the responsibility--of the classroom teacher. Knowing the types of weaknesses that exist in these materials is important so that proper criteria can be developed for their selection. No one set of these criteria will serve to guide the selection of materials for all possible learning experiences since different lessons may require that the same material be used in different ways. In the final analysis, therefore, it is up to the classroom teacher and curriculum builder to select those materials that best fit their needs. To facilitate this, every effort has been made here to list all commercial materials known to be currently available. The basic content, structure and emphasis for each is outlined. Judgements about their quality, however, are left to the individual educator for these will largely depend on how he proposes to use them in his classroom.

The materials that follow are arranged according to the region of Africa south of the Sahara, and within each region, according to nations and/or subjects. The types of materials are indicated by the following symbols:

C - chart
F - 16mm film
FL - 8mm film loop
FLS - 8mm film loop with sound
Fs - filmstrip
FsR - filmstrip with record
M - wall map
OM - outline map
P - picture cards (study prints)
R - record
S - 35mm slides
SR - slides with record
ST - slides with tape
T - tape
TR - transparency
W - written material

MATERIALS FOR TEACHING ABOUT AFRICA SOUTH OF THE SAHARA IN SECONDARY SCHOOLS

3.00 AFRICA SOUTH OF THE SAHARA--GENERAL OVERVIEW

3.10 WRITTEN MATERIALS

3.11 Student Texts

Africa, Emerging Nations Below the Sahara. Columbus: American Education Publications, Inc., 1966. Paper. 25¢

Brief description of the land, peoples and current problems of Africa followed by 1-3 page case studies designed to stimulate thought and discussion (topics include the tse tse fly, the effect of land redistribution on a Kikuyu farmer, the Masai, education of a young boy in Gabon); photographs; chapter-end thought questions; statistical data on each nation; no index. 47 pp. (Reading level: 7-10)

Allen, William D., *Africa*. Grand Rapids: The Fideler Company, 1966. Hardcover. $3.95

A brief description of the land, animals, history, peoples, economic activities, cities and social problems of Africa interspersed with many large, exceptionally clear, black and white photographs and questions designed to guide reading; appendix includes information on map skills and problem-solving; glossary, index. 176 pp. (Reading level: 5-8)

Belasco, Milton Jay and Edward Graff, *The New Africa--History, Culture, People*. Bronxville: Cambridge Book Company, Inc., 1966. Paper. $1.45

Review book-type survey of the land, peoples, and history of Africa south of the Sahara with special sections on current problems in Ghana, Nigeria, the Congo (K), Rhodesia and South Africa; section on international affairs; charts and maps; multiple choice questions, terms, map exercise and factual questions at end of each chapter; index. 154 pp. (Reading level: 9-12)

Bohannan, Paul, *Africa and Africans*. Garden City: The Natural History Press, 1964. Paper. $1.25

A popular survey of Africa--with half the book emphasizing the early history to 1900 and the period since 1960; and the other half describing African regions, arts, family organization, land and labor systems, politics, markets and religion; bibliography, index. 260 pp. (Reading level: 10-12)

Burke, Fred, *Sub-Saharan Africa*. New York: Harcourt, Brace and World, 1968. Paper. $1.35

A history of Africa south of the Sahara emphasizing the period since 1500; chapters on the land and people, pre-European history, exploration, colonialism, the economics and politics of nation-building, and Africa's relations with the world. 17 maps, graphs and charts, some photographs (b&w); no index. 90 pp. (Reading level: 9-12)

Davidson, Basil, A Guide to African History. Garden City: Doubleday & Company, Inc., 1965. Paper. $1.45

A brief, clearly written survey of the history of Africa south of the Sahara from pre-history, through the cities, kingdoms, states and empires of the pre-European period, the European penetration, slave trade and imperialism to the independence movement in the 1960's; with several maps and sketches and a guide to pronunciation; index. 118 pp. (Reading level: 6-9)

Desai, Ram, African Society & Culture. New York: M. W. Lads Publishing Company, 1968. Paper. $2.95

A brief summary of the land, various elements of culture (kinship, love, death, courtship), education, health, the status of women, and selected economic aspects of Africa south of the Sahara; photographs, some maps and source materials; appendix has a glossary, list of selected proverbs, a gazetter and an extensive bibliography for teachers; no index. 130 pp. (Reading level: 7-10)

Eiselen, Elizabeth and Marguerite Uttley, Africa. Boston: Ginn & Company, 1966. Paper. $2.32

Reprinted section in paperback form from the textbook Lands and Peoples of the World; chapters on the geography of the continent, North Africa (48 pp), equatorial Africa (41 pp.), highland Africa (23 pp), Southern Africa (28 pp); over one-hundred colored maps, photographs, charts; reference section including atlas maps and statistical tables (16 pp); excellent questions inserted in text; index. 174 pp. (Reading level: 6-9)

Ewing, Ethel, E., The Culture of Africa south of the Sahara. Chicago: Rand McNally, 1967. Paper. $1.28

A reprint in booklet form of the concluding unit of Ewing's Our Widening World; a section on the geography, history, and traditional culture (focusing on the Nupe) of Negro Africa; a section on its history from 1885 through independence followed by a section (15 pp) on efforts at international cooperation in the world; many black and white photographs; pronouncing index. 79 pp. (Reading level: 10-12)

Foster, Philip, Africa South of the Sahara. New York: The Macmillan Company, 1968. Paper. $2.20

A survey of Africa including chapters on land and climate, the people, Africa before 1500, exploration and conquest, the colonial period, traditional society, urban Africa, the arts, religion and education, agriculture and industry; index. 160 pp. (Reading level: 9-12)

Greig, Mary E., How People Live In Africa. Chicago: Benefic Press, 1963. Hardcover. $1.95

Chapters on the land of Africa south of the Sahara, its peoples, and their history with a special chapter on Nigeria, its history and life today; concludes with a section on Africa's future; includes summary of basic concepts and pronunciation index; sketches, photographs, charts and maps in color and black and white. 96 pp. (Reading level: 4-7)

Hapgood, David and Lindley J. Stiles, Today's World in Focus: Africa. Boston: Ginn & Company, 1965. Paper. $1.44

Chapters on the land and history of Central Africa, a chapter on southern Africa and chapters on African village life, changing society, governments, African unity, economic development, socialism and foreign relations; emphasis throughout is on contemporary Africa; includes brief biographical sketches of leaders; photographs, sketches, maps; short bibliography; no index. 122 pp. (Reading level: 9-12)

Joy, Charles R., Emerging Africa. (A Scholastic World Affairs Multi-Text). New York: Scholastic Book Services, 1967. Paper. 75¢

A brief survey--with small photographs and maps--of the land, peoples, and history of Africa as a whole followed by short country-by-country surveys of all nations on the continent and a description of selected problems of the future; includes chapter-end questions, terms to know, and suggestions for further reading, a gazetteer and index; with teachers guide that suggests various approaches and audio-visual materials. 160 pp. (Reading level: 7-10)

Kimble, George H. and Ronald Steel, Tropical Africa Today. St. Louis: Webster Division, McGraw-Hill Book Company, 1966. Paper. $1.98

Kimble's standard work edited and rewritten for secondary school students; includes chapters on the land, peoples, tradition and change, economic progress, political and social change, and the future; excellent maps, charts, and photographs; gazetteer, annotated list of recommended readings; index. 138 pp. (Reading level: 9-12)

Lengyel, Emil, Africa in Ferment. New York: Oxford Book Company, 1963. Paper. 50¢

A brief survey of the land, resources, peoples and religion of Africa followed by a short historical summary; sections on European colonies in Africa as of 1962 followed by country-by-country descriptions of the independent nations; chapter-end "Things to do"; few maps; no index. 92 pp. (Reading level: 9-12)

Nielsen, Waldemar, Africa. New York: Atheneum, 1966. Paper. $1.65

An edited and somewhat revised version of Nielsen's New York Times World Affairs Workshop booklet on Africa; no illustrations; index. 169 pp. (Reading level: 10-12)

Nielsen, Waldemar, Africa--World Affairs Workshop. New York: The New York Times--Encyclopaedia Britannica Press, 1965. Paper. $1.00

Summaries of interviews and personal descriptions of selected problems facing Africa south of the Sahara; including those of colonialism, tribal loyalties, poverty, democracy, racial unrest and the Cold War; some photographs, index. 92 pp. (Reading level: 10-12)

Oliver, Roland and J. D. Fage, A Short History of Africa. Baltimore: Penguin Books, 1964. Paper. $1.95

A scholarly study of the various peoples of Africa followed by a chronological survey of their history to about 1961; suggestions for further reading; index. 280 pp. (Reading level: 12)

Rosberg, Carl G., Africa and the World Today. River Forest (Illinois): Laidlaw Brothers, Publishers, 1966. Paper. 75¢

A very brief survey of the history of Africa south of the Sahara, its geography, selected aspects of traditional society, and the nature of the colonial impact; chapters on problems of nationalism, economic development, race problems in Southern Africa and the implications of these for American foreign policy; chapter-end questions; some maps, cartoons, sketches, (teachers guide lists additional materials and suggested activities, sources of data and test). 60 pp. (Reading level: 9-12)

Salkever, Louis R. and Helen M. Flynn, Sub-Saharan Africa: Struggle Against the Past. Chicago: Scott, Foresman and Company, 1964. Paper. $1.28

A brief historical background followed by chapters on problems of economic development, pathways to growth and Africa's relations with the rest of the world; some photographs, maps and charts; chapter-end questions; no index. 72 pp. (Reading level: 10-12)

Savage, Katherine, The Story of Africa South of the Sahara. New York: Henry Z. Walck, Inc., 1961. Hardcover. $5.00

A brief traditional survey of the history of Africa south of the Sahara commencing with the period of the slave trade to about 1900 followed by chapters on the history and development of South Africa, the creation of modern Ghana, the fight against federation in the Rhodesias, and on the Mau Mau in Kenya; several black & white photographs; index. 184 pp. (Reading level: 9-12)

Singleton, F. Seth and John Shingler, Africa in Perspective. New York: Hayden Book Company, Inc., 1967. Paper. $3.96

A readable, scholarly description of Africa south of the Sahara that examines in depth the peoples, history and search for unity in Africa with special sections contrasting development in the Congo and Nigeria, in Ethiopia and Liberia and within South Africa; also a special section on problems of political and economic development; superb maps, photographs, charts, graphs, woodcuts, end-of-chapter questions and activities; good index. 310 pp. (Reading level: 10-12)

Stavrianos, Leften S. and Loretta Kreider Andrews, Sub-Saharan Africa. Boston: Allyn & Bacon, Inc., 1965. Paper. 99¢

A reprint of the unit on Africa in Stavrianos' Global History of Man that treats the habitat, people, economic activities, culture and government each in terms of present conditions, historical origins and prospects for the future; maps, charts, photographs; end-of-chapter review questions, terms, activities; brief bibliography; index. 80 pp. (Reading level: 9-12)

Williams, John A., Africa--Her History, Lands and People. New York: Cooper Square Publishers, Inc., 1962. Paper. $1.95

A survey of the history of Africa emphasizing the period 1500 AD to 1950 AD; special sections on peoples and creative arts; section including data and pictures on each nation; chronology; over 200 maps, photographs, drawings, lithographs and woodcuts from original sources (all illustrations black and white); no index. 128 pp. (Reading level: 9-12)

3.12 Student Readings

Hoff, Rhoda, Africa--Adventures in Eyewitness History. New York: Henry Z. Walck, Inc., 1963. Hardcover. $3.75

Excerpts from documents, diaries, letters, travel accounts, speeches, autobiographies, historical works and other sources on early European contacts with Africa south of the Sahara, the colonial period, and independent Africa; no index. 174 pp. (Reading level: 9-12)

Moore, Clark D. and Ann Dunbar, Africa Yesterday and Today. New York: Bantam Books, Inc., 1968. Paper. 95¢

A collection of edited excerpts from the writings of scholars (Kimble, Hance, Ottenberg, Fage, etc.) and others focusing on the structure of traditional African society, early African history, colonial systems, Africa since World War II and the future of Africa; index. 394 pp. (Reading level: 10-12)

Nolen, Barbara, Africa is People. New York: E.P. Dutton & Company, Inc., 1967. Hardcover. $6.95

Selections from African authors, political speeches, writings of anthropologists, explorers and other observors of and participants in African life on traditional life, changes and the impact of change in contemporary Africa south of the Sahara; index. 270 pp. (Reading level: 9-12)

Stavrianos, Leften S. et.al., Readings in World History. Boston: Allyn and Bacon, Inc., 1962. Paper. $4.50.

Contains 88 pp. of excerpts from diaries, journals, biographies, speeches, and other sources describing African culture, economic development, recent political history and early history (emphasizing especially the period of European exploration and the slave trade); no index. 910 pp. (Reading level: 9-12)

3.13 Collections of Primary Sources

Betts, Raymond F., The Scramble for Africa (in Problems of European Civilization series). Boston: D.C. Heath and Company, 1966. Paper. $1.95

88 pp. of historical interpretations focusing on the European perspective and the African perspective. (college-level reading).

Davidson, Basil, The African Past. New York: Grosset & Dunlap, 1964. Paper. $2.95

Selections from ancient historians and contemporary observers and scholars, from Arab travellers, old chronicles, European diaries, letters, essays and reports; focuses on ancient Africa south of the Sahara, early West and East Africa, the first European contacts, and the period since 1700; index. 392 pp.

Emerson, Rupert and Martin Kilson, ed., The Political Awakening of Africa. Englewood Cliffs: Prentice-Hall, Inc., 1965. Paper. $1.95

Excerpts from speeches and writings of African leaders and intellectuals on the topics of African self-identity, nationalism, political parties in Africa and inter-African problems and policies; biographical sketches of authors included; no index. 174 pp.

Hodgkin, Thomas, Nigerian Perspectives, An Historical Anthology. London: Oxford University Press, 1960. Hardcover. $5.60

Excerpts from documents, diaries, ancient histories, chronicles, travellers' accounts, explorers' records, European government officials writings on Nigeria from the origins of its peoples to the present; index. 340 pp.

Kohn, Hans and Wallace Sokolsky, African Nationalism in the Twentieth Century. Princeton: D. Van Nostrand Company, Inc., 1965. Paper. $1.45

A 105 page narrative of the highlights of the nationalist movement followed by excerpts from speeches, articles and scholarly works illustrative of selected aspects of this movement; brief bibliography and chronology; index. 190 pp.

Marsh, Zoe, East Africa Through Contemporary Records. Cambridge University Press, 1961. Hardcover. $4.75

Selections from explorers' accounts and other sources focusing on early Portuguese activities, exploration of the interior, missionary activities, various peoples and nations; several maps, drawings and plates; extensive bibliography; no index. 209 pp.

Oliver, Roland and Caroline Oliver, Africa in the Days of Exploration. Englewood Cliffs: Prentice-Hall, Inc., 1965. Paper. $1.95

Excerpts from travellers' and explorers' accounts focusing on customs and traditional practices of the Africans prior to extensive European penetration; no index. 151 pp.

Perham, Margery and J. Simmons, African Discovery: An Anthology of Exploration. Evanston: Northwestern University Press, 1963. Hardcover. $3.95

A collection of excerpts from the journals of James Bruce, Mungo Park, Hugh Clapperton, and the Landers, David Livingston and others, with an introduction by the editors; index. 280 pp.

Wallbank, T. Walter, Contemporary Africa: Continent in Transition. Princeton: D. Van Nostrand Company, Inc., 1964. Revised edition. Paper. $1.45

Following introductory description of contemporary Africa south of the Sahara (129 pp.) are 54 pp. of excerpts from government documents, political speeches, and commission reports about colonial administration, unification of African territories, various racial policies; index. 191 pp.

Wallbank, T. Walter, ed., Documents on Modern Africa. Princeton: D. Van Nostrand Company, Inc., 1964. Paper. $1.45

Excerpts from 48 governmental documents, reports and statements as well as from other sources relative to the history and government of Africa south of the Sahara, 1872-1964; emphasizes especially treaties, colonial policies, nationalism and independence, Europeans in Africa and race relations; index. 189 pp.

3.14 Fact Sheets

African Fact Sheet. New York: Division of Overseas Ministries, National Council of the Churches of Christ, (periodically). Paper. Single copies free.

A series of 6-10 page mimeographed fact sheets, each on a specific African nation; each describes briefly geographic, historical, social, religious and political conditions in that country; Congo (L), Nigeria, Tanganyika, Rhodesia, Malawi, Burundi, Zambia, South Africa, Ghana, Mozambique, Kenya, Botswana available.

The African Mosaic: Black and White and Lots of Military Tan, in News Pointer (April 1966). New York: Newsweek Educational Division, 1966. Paper.

A brief survey of current development in Africa's economic growth, military takeovers and in the racial policies of Rhodesia and South Africa. 8 pp.

Africa North and East, Volume 2 of The World and Its Peoples. Chicago: New Horizons Publishers, Inc., 1967. Hardcover.

Surveys of the land, peoples, history, literature and music of Spanish West Africa, Ethiopia, Somalia, Kenya, Uganda, Tanzania, Rwanda, Burundi, French Somaliland. 160 pp.

"Africa: Pattern of Sovereignty." (Cartocraft Research Studies). Chicago: Denoyer Geppert Company, 1968. Paper.

A survey of the evolution of national boundaries in Africa, of physical regions, and the new states of the continent; includes tables, maps. 16 pp.

Background Notes. Washington: Department of State, 1965 to date. Paper. 5¢ each.

Four to eight-page, note-book size, fact sheets (each includes one full-page map) on the geography, people, history, government, political situation, economy, trade, U.S. aid received and principal government officials for each African nation and dependency; bibliography of additional materials included for each. Published periodically.

Dostert, Pierre Etienne and R. Charles Horst, Africa 1967. Washington: Stryker-Post Publications, 1967. Paper. $1.00

Two-page descriptions with map on each of 40 African nations as well as on existing dependencies; focuses on history, culture, economy, and future prospects of each nation; no index. 89 pp.

Focus. New York: American Geographical Society, (published monthly). Paper. 26¢ each title.

Notebook size, six-page descriptions of individual African nations describing the geography, society and economy of each nation; includes full-page of two-color maps on geographic features; issues on Niger, Nigeria, Gabon, Ivory Coast and most other nations now available.

Kimble, George H.T., Africa, (Reprint from The World Book Encyclopedia). Chicago: Field Enterprises Educational Corporation, 1965. Paper. 25¢

A brief survey of the land, life, peoples, languages, religion, education, arts, economic activities, and history of Africa; text with a multitude of maps, photographs and charts, many in color; study aids. 39 pp.

Profiles of Newly Independent States, Geographic Bulletin No. 1. Washington: U.S. Department of State, July 1964. Revised. Paper. 25¢

A paragraph with independence date on each of 51 nations in the world (including 30 African nations) that have become independent since 1943; includes reference tables on area, population, and nationality forms; no index. 26 pp.

Rycroft, W. Stanley and Myrtle M. Clemmer, A Factual Study of Sub-Saharran Africa.. New York: United Presbyterian Church, Commission on Ecumenical Mission and Relations, 1962. Paper. $1.00

Descriptions of and statistics on geography, demography, culture, economy, society and religion of Africa; includes maps, statistics on education, urban and rural population, per capita income, trade, population etc.; with bibliography; no index. 116 pp.

Thompson, Elizabeth M., Other Lands, Other Peoples--A Country-by-Country Fact Book. Washington: National Education Association of the United States, 1967. Paper. $2.00

70 pages of descriptions of the location, size, geographical features, peoples, religion, cities, government, economy, education, and political history for each African nation; special notes on religions and national holidays; no index. 255 pp.

3.15 Atlases

Ady, P. H. and A. Z. Hazlewood, Africa, Oxford Regional Economic Atlas. London: Oxford University Press, 1965. Paper. $7.00

60 pages of text and statistics on population, agriculture, minerals, manufacturing, power, transport and foreign trade followed by 53 pages of full color maps on specific economic, social and geographic topics on both regions and the continent as a whole; 49 pp gazetteer; detailed index. 164 pp. Size: 7½" x 10"

Africa, (Atlas Plate 54) September 1960. Washington: The National Geographic Society, 1966. $1.00

Full color 32" x 42", paper map of the entire African continent.

"Africa South of the Sahara, Section 6 of Rand McNally's Illustrated Atlas of Today's World. Sperling and Schwartz, Inc. Paper. $1.00

A brief introduction to Africa south of the Sahara followed by a country-by-country survey--text, excellent maps, and charts--of all the political units lying in Southern, Central, Equatorial, West and East Africa; no index. 95 pp.

Boyd, Andrew and Patrick van Rensburg, An Atlas of African Affairs. New York: Frederick A. Praeger, Publisher, 1963. Paper. $1.75

17 maps of the continent depicting geography, political history and current conditions; 38 maps of various nations and regions; black and white; explanatory text on each facing page with some cross references to other relevant maps. 132 pp. Size: 5" x 8"

Cowan, L. Gray, The Dilemmas of African Independence. New York: Walker & Company, 1964. Paper. $2.25

80 pages of introductory text on democracy, economic development and supra-nationalism in Africa; 75 pages of clearly-drawn, color maps, charts and graphs on African society, cultures, geography, resources, commerce, aid, international relations; index. 162 pp. Size: 5½" x 8½"

Fage, J.D., An Atlas of African History. London: Edward Arnold Publishers, Ltd., 1963. Hardcover. $6.00

62 black and white, detailed maps emphasizing the Sudanic states in different periods, the west coast, European exploration and imperialism and modern economic development. Detailed index. Size: 8½" x 11"

Fordham, Paul, The Geography of African Affairs. Baltimore: Penguin Books, 1965. Paper. $1.45

Text with 36 tables and 28 small maps interspersed; focuses on a general survey of the history and economic development of the continent (85 pp.) and then on regional studies on a country-by-country basis (139 pp.); index. 244 pp. Size 4" x 7"

Fullard, Harold, Philips' Modern College Atlas for Africa. London: George Philip and Son., 1965 (distributed by Denoyer-Geppert Company, Chicago). Sixth edition. Hardcover. $4.50

31 pages of climographs and full color maps on rainfall, climate, selected resources of the world; 42 pages of full-color maps of Africa and individual African nations; 64 pages of maps on other continents and nations; indexed; (originally intended for use in African schools). Size: 9" x 11½"

Kitchen, Helen, A Handbook of African Affairs. New York: Frederick A. Praeger, Publisher, 1964. Paper. $2.25

A country-by-country political guide of all independent and dependent territories in Africa providing vital statistics about the political system of each; followed by a description of the armies of African nations giving size, budget, sources of assistance and defense agreements; includes charter of Organization of African Unity; several maps; no index. 322 pp.

Martin, Geoffrey J., Africa in Maps. Dubuque: Wm. C. Brown Company, Publishers, 1962. Paper. $2.50

58 black and white, uniform-sized, easy to read maps of the geographic, historical, demographic economic and social features of the African continent; facing pages blank for student notes. Spiral bound. Size: 8½" x 11"

Gailey, Harry A., Jr., The History of Africa in Maps. Chicago: Denoyer-Geppert Company, 1967. Paper. $2.50

46 hand-drawn black and white maps of Africa and various regions of Africa; sections on geography and major historical events; each map accompanied by explanatory text on facing page. Size: 8½" x 11"

Healy, A. M. and E. R. Vere-Hodge, The Map Approach to African History. London: University Tutorial Press, Ltd., (Clifton House, Euston Rd., London N.W. 1), 1965. Third edition. Paper. 65¢

65 black and white, clearly-drawn maps with detailed explanatory text on the highlights of African history and current problems; includes timeline of African history since 1800; index. Size: 6½" x 8"

Peterson, Edwin L., Cultural Geography Workbook--Afro-Asia. Minneapolis: Burgess Publishing Company, 1962/1965. Paper. $4.00

A series of student activities with 90 pages devoted to Africa; sections on Africa as a whole and on each region--North, West, South, East; each section has 5-8 pages of information on the countries in it followed by a list of selected data on each country and 1-2 map locational assignments with directions and maps. 196 pp. (Reading level: 12)

3.16 Periodicals for Students

Tarikh. New York: Humanities Press. Twice yearly (May and November). $2.00/year.

A journal of African history published by the Historical Society of Nigeria for use by secondary school and first year college students. Articles accompanied by photos, charts, maps and suggestions for further reading. Questions for discussion and advertisements of the latest British publications on Africa also included. Each issue averages 92 pp.

3.17 Periodicals for Student Reference

African Arts/Arts D'Afrique. African Studies Center, University of California, Los Angeles, California, 90024. Published quarterly. $10.00/year.

A quarterly devoted to the graphic, plastic, performing and literary arts of Africa. Each issue includes many color prints, photographs and other reporductions. Special student edition available.

Africa Report. African American Institute, 505 Dupont Circle Building, Washington, D.C., 20036. 9 issues yearly. $6.00/year.

Noted for its accuracy; up-to-date, factual reports on Africa today in the context of its history; with monthly chronology of events; many illustrations. (Reading level: 10-12)

3.18 Related Periodicals

Christian Science Monitor, Christian Science Publishing Society, 1 Norway Street, Boston, Massachusetts, 02115.

Occasionally produces a special page or supplement on Africa or various regions of Africa.

Current History. Current History, Inc., 1822 Ludlow Street, Philadelphia, Pennsylvania, 19103. Monthly. $8.50

Periodical reviews of current problems or trends in Africa; each year devotes a special issue to Africa such as: February 1968 Africa
March 1967 West Africa
(Reading level: 11-12)

Headline Series. Foreign Policy Association, 345 East 46th Street, New York, New York, 10017. Published 6 times a year. $4.00/year -- 75¢/single copy.

Analysis of major foreign policy problems (with maps, charts, discussion guides and bibliographies). Among those now available are:

Kimble, George H. T., Tropical Africa: Problems and Promises. #147 (May-June 1961). Paper.

A survey of the sources of problems--the land, resources and so on--and of problems of industrialization, social change, education and political revolution. 62 pp.

Montgomery, John D., Aid to Africa: New Test for U.S. Policy. #149 (Sept.-Oct. 1961). Paper.

A survey of U.S. policy and of African problems affecting the planning and use of U.S. aid; includes a survey of U.S. aid programs in Africa. 62 pp.

Rivkin, Arnold, The New States of Africa, #183 (June 1967). Paper.

A survey of African independence, the problems faced by these new countries, the role played by the military and African-world and African - U.S. relations. 63 pp.

Intercom. Foreign Policy Association, 345 East 46th Street, New York, New York, 10017. Published 6 times a year. $4.00/year.

Reference guide to world affairs field, latest ideas, programs, services, techniques, books and pamphlets; usually produces an annual issue devoted to Africa.

NATIONAL GEOGRAPHIC SOCIETY, Washington, D.C., 20036.

National Geographic Magazine, monthly.

A rich source of pictures and information about Africa south of the Sahara; since 1931 over 50 issues have been devoted in whole or in part to the peoples of this region; a bibliography and price list of these on Africa may be obtained directly from the Society.

National Geographic School Bulletin, 30 issues per year. $2.00/year.

Each issue on a variety of topics especially interesting to students; frequently one or two articles with color pictures on various aspects of Africa south of the Sahara in each issue; each issue approximately 14 pages. (The February 5, 1968 issue, for example, featured a 5-page picture-essay on the Bushman.)

NEW YORK TIMES BOOK AND EDUCATIONAL DIVISION, 229 West 43rd Street, New York, New York, 10036.

New York Times Student Weekly program is available for all secondary school students; supplemental guides and materials published periodically.

A special 23 page supplement on Ghana and Nigeria (March 1967), for example, focused on the problems of despotism and tribalism in these nations. A bibliography and suggested activities were included.

UNITED STATES GOVERNMENT

Many agencies of the federal government publish materials related to Africa south of the Sahara. The major publishers are:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C.

Office of Media Services
U.S. Department of State
Washington, D.C.

Price lists and catalogs can be obtained from these sources on written request.

WEEKLY NEWS MAGAZINES such as NEWSWEEK and TIME provide some coverage of events in Africa south of the Sahara and periodically publish supplemental materials exclusively on this region for use in secondary grades with their special student programs. In January 1968, for example, NEWSWEEK published a special wall map on the East African Common Market; in March it distributed a dittoed map work sheet and a student supplement on current African problems. TIME magazine periodically distributes similar materials. For further information write:

Newsweek Educational Division
444 Madison Avenue
New York, New York, 10022

or

Time Magazine Educational Division
Time and Life Building
Rockefeller Center
New York, New York, 10022

3.20 AUDIO-VISUAL MATERIALS

3.21 Maps

Aero Raised Relief Map of Africa, NYSTROM. $49.00

45" x 49" plastic covered raised-relief map of Africa using traditional colors to indicate elevation; political boundaries and cities shown; highlands raised as high as ½ inch above surface of map.

Africa, Randmark V, RAND McNALLY. $25.00

Wall map 60" x 66", color, showing relief and physical features as well as political boundaries, cities, transportation networks.

Africa Study Series, DENOYER. $102.75

16 wall maps ranging in size from 25" x 36" to 44" x 37" on Ghana, Nigeria, Uganda, South Africa, East Africa, West Africa, Kenya, Tanganyika, Central Africa, population, winter,climate, temperature-rainfall, vegetation, commerce, physical, political.

Wenschow Relief-Like Map of Africa, DENOYER. $27.25

Wall map, 64" x 75" having three dimensional effect; shows relief and political features in color.

3.22 Films

Tropical Africa, IFF, (1965), color, narration, 23 min.

A filmed introduction to Africa south of the Sahara emphasizing current trends and features--ie: economic development, social change and political change. A graphic portrayal of the "becoming Africa."

3.23 Film-loop/Sound

Tropical Africa, EALING, (1967). 8mm, cartridged loop in color with narration and sound, 23 min. $175.00

An introduction to Africa south of the Sahara filmed in 1965 emphasizing the contemporary life with its problems and prospects. A Julien Bryan International Film Foundation production.

3.24 Filmstrips

Africa: The Developing Continent, BAILEY, (1967). 5 fs., color, captioned, script. $42.00

A series of five filmstrips on Africa dealing with the following topics: Geography of Africa, How African People Live, Transportation in Africa, Cultural Life in Africa, Earning a Living in Africa. Script: Teachers' manual for the entire series with a paragraph for each frame.

Africa, The Land of Developing Countries, SVE, (1965). 6 fs., 3 LP records, color, captioned, script. $39.75

A series of six sound filmstrips dealing with the following regions: The Nile Valley, The Eastern Highlands, Southern Africa, The Congo Basin, The West Central Lowlands, Northwest Africa and the Sahara. Each focuses on the land, peoples and economy. Script: seven individual manuals with one dealing with the entire series. Manuals consist of objectives, special features, utilization, and short paragraph for individual frames.

Africa Today- Part One & Part Two, AF, (1968). Part I-53 frames, Part II-55 frames, color, non-captioned, script. $7.00 each

Part I: General overview of the continent of Africa. Emphasis given to historical sites, street scenes, and buildings, some of the major cities of Africa, transportation, and political activities.

Part II: General overview of the continent of Africa. Emphasis given to economic activities, and products, cultural life (education, religion, sports, art).

Script: Introduction presenting the highlights of African history and geography. Short paragraph on individual frames of filmstrip. Suggested questions, activities and references.

The Continent of Africa, McGH, (1967). 39 frames, color, captioned, script. $8.50

32 photos, 6 maps and one full caption. General overview of the continent of Africa. Introduction with emphasis on vegetation (5), life in northern Africa (9), West Africa (8), East Africa (7), Southern Africa (7), conclusion-variations and progress in regions of Africa (3). Map introduces each section of Africa. Captions: statements and questions.

Profile of Africa- Part I, SFS, (1962). 50 frames, color, non-captioned, script. $6.00

49 photos and one map, general overview of the continent. Africa's past (9), the land (7), the people (8), housing (12), transportation and communication (13). Script provides frame-by-frame description.

Profile of Africa- Part II, SFS, (1962). 50 frames, color, non-captioned, script. $6.00

50 photos. General overview of the activities of the people of Africa. Ways of earning a living (10), markets (3), industries (4), health services (4), schools (4), religion (5), government-traditional and modern (8),,art and recreation (11). Script provides frame-by-frame description.

3.25 Overhead Transparencies

Africa, EBF, (1964). $32.00

Three sets of small multi-color transparencies on Africa. UNIT I - The Land (8 transp), UNIT II - The People (3 transp), UNIT III - History (5 transp). With guide.

Africa, HAMMOND. color, script. $5.75

Four transparencies: Base map with rivers and political boundaries, Physical features, Place names, Clear plastic for writing. Used in combination. Plastic frames provided with registration marks for alignment. Maps of entire continent. Notes to teacher deal with mechanics of using transparencies.

Africa, NYSTROM. $6.60

Sculpture Relief Series (in color): two transparencies: physical map, overlay of political boundaries. Used in combination; a second set has (A) Base map with rivers and political boundaries and (B) physical features overlay in color.

Africa, RAND McNALLY. $5.00

Ranvue Relief Outline Map Series. Three (3) transparencies in paper frame. (A) Base map with rivers and political boundaries, (B) physical features map with rivers and political boundaries, (C) place names. Used in combination. Maps of entire continent.

Africa and Australia, (Set IV), GINN. color, script. $9.50

Five transparencies: Base map with rivers and physical features, Annual rainfall, January/July Temperature, Population dot map, Place names. Used in combination. Maps of entire continent. No registration marks for aligning overlays.

Africa in Perspective, HAYDEN BOOK COMPANY, (1968).
one color. $35.00

A set of eighteen (18) individual transparencies reproducing the maps in Africa in Perspective (Hayden Book Company). Charts included when comparing Africa with selected countries of the world. Physical features (2), Tribes (2), History (4), Agriculture and mineral products (1), Population density (1), African diseases (1), Independence (3), Income and literacy (2), Urbanization (1), African religions (1).

Alpha Map Transparencies: Africa, ALLYN & BACON, (1966).
color, script. $60.00

33 multi-color single transparencies: three base maps of relief and natural vegetation, relief, and political outline; and 30 maps pertaining to the physical (11) economic (11) and cultural (8) characteristics of Africa. Printed map with each transparency with reverse side containing description of data, suggested combinations of overlays and suggested readings. Plastic registration guide provided. Used in combination. All maps of entire continent.

Northern Africa,,RAND McNALLY. $5.00

Ranvue Relief Outline Map Series. Three transparencies in paper frame: Base map with rivers and political boundaries, Relief map with rivers and political boundaries, Place names. Used in combination. Maps of Africa north of the equator.

World History: Unit I-Sub-Saharan Africa, KEUFFEL & ESSER CO., (1966). $39.95

A set of masters for 30 diazo charts and maps on Africa south of the Sahara, each with several overlays. Includes 3 base maps (outline, political, population dot maps), 3 sets on Africa in the world, 10 on geography, 6 on the peoples, 11 on history. Large lettering, many colors. Each with teaching guide. May also be obtained already prepared at prices ranging from $1.75 to $10.25 per transparency depending on number of overlays or $180.00 for entire set. 200 separate sheets--total.

World in Scope - Africa, HAYDEN BOOK COMPANY, (1968). two-color. $133.40

Set consisting of two transparencies of each African nation. Physical maps provide data on climate and elevation. No key for elevation provided. Climograph. Political maps include an outline of country showing products and major cities, and data on religion, language, government, international alignment, and per capita output. Charts comparing United States with individual country in reference to demographic, social and economic variables.

3.26 Picture-cards

Africa, FIDELER VISUAL TEACHING, INC., (1966). b/w 48 plates, captions. 9¼" x 12¼" $3.95

40 photos, 8 maps. Plates divided into the following topics: land, climate, animals, history, changing Africa, people, farming and grazing, natural resources, industry, transportation, cities of Africa, education and health. Captions, for each plate, explaining picture.

3.27 Outline Maps

Map Reading Africa, MILLIKEN PUBLISHING CO. (12 transparencies and 28 master duplicating dittoes). $5.95

12 transparencies on Africa each with identical spirit masters for duplication. The remaining 16 spirit masters are exercises and text to be used with maps. Includes both North Africa and Africa south of the Sahara.

Outline Maps of Africa, TEACHERS PUBLISHING CORPORATION. (63 spirit masters outline maps). $8.20

63 master maps on Africa: 59 maps of individual countries of Africa with 4 maps of the world, Eastern Hemisphere, Africa and North Africa; 34-page teachers guide: 2 pages on how to use outline maps, 32 pages on suggested activities and topics.

4.00 AFRICA SOUTH OF THE SAHARA--GENERAL TOPICS

4.10 LAND

W Pritchard, John M., Studying Africa--Book One: Its Physical Features. London: Longman's, Green & Company, Ltd., 1966. Paper. 8s 6d

Designed for use in the middle grades of African secondary schools, this colorful survey focuses on the relief, geologic formations and other physical features of the continent; includes a multitude of geographic maps and diagrams; questions; glossary; teachers guide contains data for teacher and suggested activities. 48 pp.

W Pritchard, John M., Studying Africa--Book Two: Its Weather and Climate. London: Longman's, Green & Company, Ltd., 1967. Paper. 5s 9d

Designed for use in the middle grades of African secondary schools this focuses on earth-sun relations, wind, rain, weather, climate types and vegetation in Africa; many colorful diagrams and drawings (including climographs); with questions; teachers guide has data for the teacher and suggested activities. 32 pp.

PR Africa, the Awakening Giant: The Impact of Its Geography, (Honor Roll #701), HONOR PRODUCTS CO., (1967). teacher's guide. $20.00

A programmed exercise in small plastic machine, manually operated. Overview of the topography, climate, vegetation, products and people of the entire continent of Africa. 200 frames. Teacher's Guide: introduction, how to use programmed material, and test.

FS Africa: Climate and Vegetation, MES., (n.d.) 42 frames, color, captioned, script. $10.00

30 photos, 9 maps and 3 drawings. General overview of the climatic zones and vegetation of the entire continent; location of climatic zones (5), tropical rainforest (9), tropical grasslands (12), deserts (11), subtropical and mediteranean (5). Sections deal with location and major characteristics-vegetation and products. Captions: statements explaining frames.

Fs Africa: Physical Features, MES, (n.d.). 35 frames, color, captioned, script. $10.00

15 photos, 14 maps and 4 drawings. Combination of maps and photos depicting the major physical features of Africa. An emphasis on geological history and mineral deposits. Captions: statements explaining frames.

Fs African Jungle, VEC, 36 frames, b/w, captioned. $4.00

34 photos and 2 full captions. Terrain and vegetation, animals and insects (9), natural resources (2), people- dress, housing, daily activities, transportation and recreation (17). Captions: statements explaining frames. Several questions included. Full captions: vocabulary and summary.

Fs What is the Jungle, VEC, 44 frames, b/w, captioned. $4.00

41 photos, 2 maps and one full caption. No specific region treated. Divided in three sections: evergreen forest (15), savanna (13) and monsoon regions (13). Topics: vegetation, products and animals. Captions: statements explaining frames. Full caption: vocabulary.

Fs A Look at the Geography of Africa, BF, (1966). 51 frames, color, captioned, script. (Africa: Developing Continent Series - No. 1). $6.00

39 photos, 11 maps and one full caption frame. Maps include Africa and various regions in Africa. Major emphasis on physical features: rivers (Nile & Zambezi), mountain and lake region, jungle, plains and Kalahari Desert (30), on vegetation and animals (8) ancient Egyptian ruins (5), and types of people (4), summary (3). Captions explain frames. Script supplements captions.

TR Africa (The Land--Unit 1), EBF, (1963). color, script.

8 transparencies: Comparative map of U.S. and Africa, outline map with rivers, lowlands, highlands, precipitation, vegetation, principal products, production chart-"Africa and Rest of the World." All maps of entire continent. Can be used individually or as overlays. Registration marks for alignment provided. Notes to teacher. Part of larger set priced at $32.00

TR Alpha Map Transparencies: Africa, ALLYN & BACON, (1967).

26 multi-colored, single sheet transparencies on all aspects of African geography including climate, mineral resources, manufacturing, relief, vegetation, land forms and so on. Part of larger set. Each has descriptive guide. Total set $60.00

TR World Geography: Africa, (258-658), GAF, (1964), $4.25

Outline base map with overlays showing yearly rainfall, climate, vegetation. Three colors. No guide.

TR World Geography, (#258-657), GAF, (1964). $4.25

Outline transparency with overlays of landforms, boundaries, people per square mile. Three colors. No guide.

TR World History: Unit 1--Sub-Saharan Africa. KEUFFEL & ESSER CO., (1966).

13 sets of transparencies on various features of Africa south of the Sahara. Includes sets on Africa's position in the world, Africa and the U.S. compared, regions, elevation, climate types, vegetation zones, agriculture, agricultural products, mineral resources, development (2), per capita income and transportation. May be obtained as spectra transparencies for prices ranging from $2.65 to $9.25 depending on number of overlays or as masters as part of book for $39.95

4.20 PEOPLE

F Africans All, IFF, (1965). color, narration, 23 min..

A portrayal of the peoples of the continent of Africa. It commences with an animated description of popular misconceptions about this area and its peoples and then surveys them in all their diversity and color.

F Leaders and People of Africa, McGH, (1967). color, narration, 15 min.

An excellent introduction to contemporary Africa; begins with series of shots of various peoples, cities, leaders; focuses on selected leaders of conservative and radical learnings; notes major problems.

FLS Africans All, EALING Corporation, (1967). 8 mm, cartridged loop in color with narration and sound; 23 min. $150.00

Diversity and color of Africa shown via animation and photographs. A Julien Bryan International Film Foundation film.

FL Africa--Culture Groups, GATEWAY. color, script, 4 min. $12.00

Provides a comparison of four different culture groups in Africa. showing different physical types, economic activities and dress. Major emphasis on type of agriculture practiced by each group.

FL People of Africa, ICF, (n.d.). color, super 8, script to be issued, 4 min. $16.00

Provides examples of the variety of peoples of Africa, concerning physical characteristics and dress. Also shows the variety between the modern and traditional groups.

Fs Africa: Human Resources, MES, (n.d.). 35 frames, color, captioned, script. $10.00

23 photos, 4 maps, 6 drawings and 2 full captions. North African and Arab contacts (9), European contact, colonization and impact (12), Negro Africa (7), modern contrasts (4). Captions: statements explaining frames. Full caption summary.

Fs An African Home Near the Equator, CF, (1957). 22 frames, color, captioned. $6.00

19 photos, one map and 2 full captions. Follows a day in the life of an African boy on his return from school. School (2), village (2), weapons (3), preparing meals (5), family life (7). Captions: statements explaining frames. Full captions: notes to teacher and vocabulary.

Fs How People Live in Africa, BP, (1966). 36 frames, color, captioned, script. $6.62

32 photos and 4 maps. Overview of the entire continent. People of Northern Africa (4), people of Sub-Sahara Africa (3), animals of Northern Africa (5), animals of Sub-Saharan Africa (2), economic activities (8), Lake Victoria and Mt. Kenya (3), cities and villages of Northern Africa (3), urban centers of Sub-Saharan Africa (4). Captions: statements explaining frames. Script explains and supplements captions. Frames numbered.

Fs How the African People Live, BF, (1966). 32 frames, color, captioned, script. (Africa: Developing Continent Series--No. 3). $6.00

31 photos and one full caption frame. Major emphasis on the buildings of Africa: housing (village and urban) (11), government (6), churches (4), modern urban centers (7), summary frames (3). Captions explain frames. Script supplements captions.

Fs Children of Equatorial Africa, CF, (1957). 23 frames, color, captioned. $6.00

20 photos, one map and 2 full captions. Depicts the daily family life and activities of young children in an African village. Captions: statements explaining frames. Full captions: notes to teacher and vocabulary.

Fs The Babies of Africa, EG, (1962). 41 frames, color, captioned, script. (The Continent of Africa: The Children of Africa Series - No. 160A). $6.00

40 photos and one map. People of various regions of Africa depicting housing, markets and daily home activities. Southern Africa (18), Central Africa (8), Western Africa (7), Eastern Africa (4), Northern Africa (3). Captions: statement and questions which explain frames.

Fs Faces of African Children, EG, (1962). 40 frames, color, captioned, script. (The Continent of Africa: Children of Africa Series - No. 160B). $6.00

All 40 frames are photos. Emphasis on the faces of African children and their dress. Depicts children from various tribes and regions of Africa. Contrast of people and dress in Africa. Captions: explanatory statements and questions.

Fs Modern Children in Africa, EG, (1962). color, captioned, script. $6.00 (The Continent of Africa: Children of Africa Series - No. 160C).

42 photos. Emphasis on tribal groups and Moslem religion. Market and economic activity (16), identification and dress (15), religion, housing and villages of Moslem groups (11). Kano and Timbuctu included. Captions: statements and questions which explain frames.

Fs Children of Non-African Origin, EG, (1962). 40 frames, color, captioned, script. (The Continent of Africa: Children of Africa Series - No. 160D). $6.00

40 photos. Daily activities of non-African people from various regions of Africa. Major groups: Portuguese (10), English (10), Indian (8), Afrikaners (4). People from Asia, Europe and Middle East also included. Captions: statements and questions which explain frames.

Fs Children of Urban Africa, EG, (1962). 41 frames, color, captioned, script. (The Continent of Africa: Children of Africa Series - No. 160E). $6.00

41 photos. Description of daily activities (markets, cooking, housing) of children in urban areas of Africa. Regions depicted: West Africa (15), Central Africa (10), South Africa (8), Angola (5), East Africa (3). Captions: statements and questions which explain frames.

Fs Children of Rural Africa, EG, (1962). 39 frames, color, captioned, script. (The Continent of Africa: Children of Africa Series - No. 160F). $6.00

39 photos. Emphasis on people, villages and markets of rural Africa. Major emphasis on West Africa (21), Angola (5), Uganda and South Africa (5), Congo, Upper Volta, Zanzibar and East Africa (8). Captions: statements and questions which explain frames.

Fs African Farm Children, EG, (1962). 35 frames, color, captioned, script. (The Continent of Africa: Children of Africa Series - No. 160G). $6.00

35 frames. Deals with farming, daily activities, villages and markets of rural Africa. Includes products and landscape of rural Africa. Major regions: East Africa (13), South Africa (6), Angola (6), Niger (4), Uganda (3). Also included are Chad, Congo. Captions: statements and questions which explain frames.

Fs Children of the African Deserts, EG, (1962). 42 frames, color, captioned, script. (The Continent of Africa: Children of Africa Series - No. 160H). $6.00

42 photos. Characteristics of the southern fringe of the Sahara region. Topics: daily and economic activities (14), people (4), terrain (4), desert animals (4), transportation (4), housing (4), recreation (2). Kano and Timbuctu included (3). Captions: statements and questions which explain frames.

Fs African Children at School, EG, (1962). 40 frames, color, captioned, script. (The Continent of Africa: Children of Africa Series - No. 160I). $6.00

40 photos. All frames show students at school. Depict various types, levels and languages used in mission, public and Moslem schools. 21 frames show classroom situation. Captions: statements and questions which explain frames.

TR Alpha Map Transparencies: Africa, ALLYN & BACON, (1967).

5 multi-color, single sheet transparencies depicting population, tribes, diets, health and literacy. Part of larger set. Each transparency has descriptive guide. Set price $60.00

TR Africa, (The People - Unit II), EBF, (1963). color, script. $32.00 for series.

3 transparencies: (A) population map, (B) major language map, (C) chart of the major religions of Africa and percentage of population. All maps of entire continent. Can be used individually or as overlay. Registration marks provided for alignment. Notes to teacher.

TR World History: Unit 1 - Sub-Saharan Africa, KUEFFEL & ESSER CO., (1966).

6 sets of transparencies on African society including indigenous races, language groups, major religions, literacy rates, family structure, and area and population. Charts and maps with multiple overlays. May be obtained as part of masterbook for $39.95 or as prepared spectra transparencies individually priced depending on number of overlays.

4.30 ECONOMY

F The Economy of Africa, McG-H, (1966). color, narration, 15 min.

Depicts selected aspects of African economic growth and problems facing future development. Shows agricultural and industrial development. Teachers guide.

Fs Economic Development in Africa, SB, (1964). 29 frames, color, captioned. $3.00

27 photos and 2 full captions. Emphasis on impact of modernity on the traditional societies of Africa and of contrast between the traditional and modern. Transportation (6), farming (4), housing (9), dress (3). Modern influences and their outward manifestations (4), traditional wood carving (1). Captions: statements explaining frames. Full captions: definitions and statements concerning economic development and modern changes.

Fs Economic Development in Africa, BUDEK, (1964). 40 frames, color, non-captioned. script. $6.00

40 photos. Divided into: transporting goods to market (6), plowing the land (4), houses (10), storage of crops (3), the proper clothing (7), toys and games (5), other indications of economic change (5). Script: introduction , descriptive paragraph for each frame. Each category is introduced by a short paragraph.

Fs The Economy of Africa, McGH, (1967). 38 frames, color, captioned, script. $8.50

33 photos, 2 maps and 3 full captions. General economic situation of Africa: basic economic activities (5), agricultural development (13), development of urban life (8), industrial development (9), conclusion-factors for progress (3). Captions: statements and questions.

Fs Farming in Equatorial Africa, CF, (1957). 29 frames, color, captioned. $4.95

26 photos, one map and 2 full captions. Topography and climate (1), past economic activities (3), traditional farming (5), modern farming and education (9), products (6), markets (3). Captions: statements explaining frames. Full captions: notes to teacher and vocabulary.

Fs Occupations in Equatorial Africa, CF, (1957). 26 frames, color, captioned. $4.95

23 photos, one map and 2 full captions. Contrasts the old and new occupations and changes occuring in Africa within a short period of time. Traditional occupations (10), modern occupations (13), concluding frame: bygone days and the new dawn. Captions: statements explaining frames. Full captions: notes to teacher and vocabulary.

Fs Transportation in Africa, BF, (1966). 34 frames, color, captioned, script. (Africa: Developing Continent Series - No. 4). $6.00

32 photos, one map and one full-caption frame. Modern and traditional water transportation (canoe and ships) (9), use of animals (6), air transportation (6), auto-trucks (6), Suez Canal (3), summary (3). Captions explain frames. Script supplements captions.

Fs Transportation in Equatorial Africa, CF, (1957). 28 frames, color, captioned. $6.00

25 photos, one map and 2 full captions. Traditional modes-human carriers, trails and trackless fields (6), animal and human powered vehicles (2), modern transportation (10), role of the Congo River and water transportation (7). Captions: statements explaining frames. Full captions: notes to teacher and vocabulary.

Fs What the Africans Do To Earn A Living, BF, (1966). 39 frames, color, captioned, script. (Africa: Developing Continent Series - No. 2). $6.00

36 photos and 3 full caption frames. Major emphasis on agriculture and agricultural products (10), handicrafts (8), tourism (6), markets (3), mining (2), general occupations (5), summary (4). Captions explain frames. Script supplements captions.

TR Alpha-Map Transparencies: Africa, ALLYN & BACON, (1967).

12 multi-color, single sheet transparencies on various aspects of Africa's economic life including agriculture, manufacturing, mineral resources, etc. Part of larger set. Each accompanied by guide. Total set costs $60.00

TR World History: Unit I - Sub-Saharan Africa, KEUFFEL & ESSER, (1966).

7 sets of multi-overlay transperencies on various aspects of African economic development including resources, agriculture, agricultural products, transportation networks, economic development and per capita income. Part of masterbook priced at $39.95 or available separately as premade Spectra transparencies.

C Africa (#218), PICTORIAL CHARTS. single sheet, color, 36" x 45". $2.00

Consists of 11 maps: large map of the economic and mineral products of Africa and 10 small insert maps dealing with political, economic, social and physical aspects of Africa.

C Africa Lands, PICTORIAL CHARTS. single sheet, color, 36" x 45". $2.00

2 maps: large map of the major economic activities found in Africa. Small maps of the racial distribution for individual countries of Africa.

4.40 ARTS, LITERATURE AND MUSIC

W Glubok, Shirley, The Art of Africa. New York: Harper & Row, Publishers, 1965. Hardcover. $4.50

Text with b/w full-page photos of samples of African art. 48 pp.

W Dietz, Betty Warner and Michael Olantunji, Musical Instruments of Africa. New York: The John Day Company, 1965. Hardcover. $5.95

A description with b/w pictures of different types of musical instruments; accompanying record demonstrates sounds of these instruments. 116 pp.

W Rive, Richard, ed., Modern African Prose. New York: Humanities Press, Inc., 1967. Paper. $1.25

A collection of short excerpts from longer novels and stories by Africans intended for use in African classrooms. This includes authors from all parts of Africa south of the Sahara including the Republic of South Africa. The selections on such themes as beauty in nature, social and racial discrimination, local customs, education and daily life. 214 pp.

ARTS & ARTIFACTS

Art objects and reproductions of artifacts may be purchased from:

College Book Store
Hampton Institute
Hampton, Virginia

Haas Imports
P.O. Box 206
Bowmansville, Pennsylvania 17507

Walter P. Savage
P.O. Box 74
St. Albans, New York 10012

Fs Cultural Life in Africa, BF, (1966). 33 frames, color, captioned, script. (Africa: Developing Continent Series - No. 5) $6.00

31 photos and 2 full caption frames. Modern aspects of life in Africa. Schools (11), library and museums (7), religion (5), recreation (4). Summary frames (4). Captions explain frames. Script supplements captions.

Fs Learning for Modern Living in Equatorial Africa. CF, (1957). 27 frames, color, captioned. $6.00

25 photos and 2 full captions. The role of education in Africa; types of schools and conditions under which teachers must work. Shows desire of all to read and write. Captions: statements explaining frames. Full captions: notes to teacher and vocabulary.

P Africa: Challenge for the Future, UNESCO, b/w, non-captioned, script. 1½" x 11½". $1.00

12 black and white photos on education in Africa dealing with its problems, progress and future developments.

FSR Folk Songs of Africa, SB, (1964). Filmstrip #1 (40 frames), Filmstrip #2 (31 frames). color, non-captioned, script, Record: (part I- 15 min. Part II- 20 min.). $19.75

SIDE I: 29 photos, one map and 10 music sheets. Divided into people of Africa (traditional and modern) (5), characteristics of land (3), musical instruments (13), types of African music (19).

SIDE II: 12 African songs (31). Script: Provides directions, general characteristics of African music, information concerning each song.

R African Drums (FE4502 AB), FOLKWAYS, 11 bands, script. $6.79

Side 1: 5 bands. Side 2: 6 bands. An anthology of drum music from the continent of Africa. Only drums featured with selection from Nigeria, Congo, Ruanda, French Equatorial Africa and South Africa. Script: provides introduction and background material on drum music. Notes on individual bands.

R African Music (FW8852), FOLKWAYS. 12 bands, script.(1939). $5.79

Side 1: 6 bands. Side 2: 6 bands. Vocal and instrumental music from various sections and tribes in Africa. Sudan, Mali, the Cameroons and Nigeria are represented. Script: background material and extensive notes on individual bands.

R African Music from the French Colonies (KL205), COLUMBIA. 8 bands, script. $5.98

Vocal and instrumental music sampled from a wide area of Africa. Side 1 samples taken from the Sudan to the Atlantic Coast paralleling the influence of Moslem religion. Side 2 takes samples from Madagascar to Central Africa. Script: introduction and notes on individual bands.

R Africa south of the Sahara (FE 4503), 2 vols. FOLKWAYS. 38 bands, script. $13.90

Vol 1- Side A: 21 bands. Side B: 9 bands. Vol 2- Side C: 9 bands. Side D: 8 bands. A wide sampling of the vocal and instrumental music from the various peoples and countries of Africa whose characteristics when combined form the "musical area-Africa south of the Sahara." Script: introduction with notes on individual bands.

R Folk Music of Africa, AFRICAN-AMERICAN INSTITUTE. 23 bands. script.

Side 1: 11 bands. Side 2: 12 bands. Provides a sample of various types of folk music. Selected African songs sung by Pete Seeger, Addiss and Crofut, and Ibn El Badya, with narrations. Script: notes on African folk music and songs.

R Miriam Makeba (LPM 22679), RCA. 14 bands. $3.98

Side 1: 7 bands. Side 2: 7 bands. Popular treatment of predominatly Africa folk songs.

R Negro Folk Music of Africa and America (FE4500), 2 vols., FOLKWAYS. 24 bands. script. $13.58

Vol I- Side A: 5 bands. Side B: 5 bands. Vocal and instrumental music from the various countries of Africa.

Vol 2- Side C: 7 bands. Side D: 7 bands. Music from Latin America and the United States with emphasis on Haiti and the United States. Provides a wide sampling of Negro music from three continents. Process of selection placed emphasis on similarities of music. Script: introduction with notes on each band.

R The World of Miriam Makeba, (LPM 2750), RCA. 12 bands. $3.98

Side 1: 6 bands. Side 2: 6 bands. Collection of popular American and African folk songs.

T African Concert (No 209), (tape), WTE, 11 min. $2.75

Selections depicting the variety of music found in Africa and of the varied musical types. Narration: introduction only, remainder of tape is music.

T The Guitars of Africa, (No. 131), WTE. 22 min. $2.75

Discussion of the introduction and spread of the guitar in Africa and the changes due to local influences. Examples of African calypso and varied styles which have developed. Selections from Uganda, Kenya and South Africa.

T Talking Drums , (No. 47), WTE. approx. 15 min. $2.75

Discussion of the use and construction of drums, characteristics of "drum language." Drum music used to illustrate points brought out by narrator.

W Chijioke, F.A., Ancient Africa. Ikeja: Longman's of Nigeria, Ltd., 1966. Paper. 4s 6d

A descriptive survey of the history of Africa emphasizing the empires of the West African savanna with some attention to ancient Egypt, Carthage, the Moslem invasions and East Africa; drawings, photographs, maps and study questions; (originally preprepared for upper elementary students in Africa); no index. 48 pp.

W Chu, Daniel and Elliott Skinner, A Glorius Age in Africa. Garden City: Doubleday & Company, Inc., 1965. Paper. $1.45

A brief story with maps and sketches of the empires of Ghana, Mali and Songhay; personalized approach emphasizing the exploits of great leaders such as Sundiata, Mansa Musa, and Sunni Ali; index. 120 pp. (Reading level: 6-9).

W Davidson, Basil, African Kingdoms. New York: Time Incorporated, 1966. Hardcover. $3.95

A description of ancient African kingdoms in the Nile Valley, the West African Sudan, the forest states, and of the arts of ancient Africa; many color photographs; a time-line of ancient empires; maps; index. 191 pp. (Reading level: 9-12)

W Davidson, Basil, The Lost Cities of Africa. Boston: Little, Brown and Company, 1959. Paper. $2.25

A survey of kingdoms and cities of ancient Africa which poses questions about a variety of aspects of their past and describes historical and archeological evidence bearing on these questions; extensive bibliography; index. 366 pp. (Reading level: 10-12)

W Dobler, Lavinia and William A. Brown, Great Rulers of the African Past. Garden City: Doubleday & Company, Inc., 1965. Paper. $1.45

A description, in story form of the exploits of Mansa Musa, (Mali); Sunni Ali Ber (Songhay); Askia Muhammed (Songhay); Affonso I (Kongo); and Idris Alaoma (Bornu); occasional sketches; pronunciation guide; index. 120 pp. (Reading level: 6-9)

W Labouret, Henri, Africa Before the White Man. New York: Walker & Company, 1962. Hardcover. $3.95

A survey of the societies, trade and kingdoms of the Sudan and the West African coast with some brief attention to Ethiopia, central Africa, Monomotapa and the Zulu; several maps included; no index. 138 pp. (Reading level: 6-9)

W Rosenthal, Rickv, The Splendor That Was Africa. Dobbs Ferry: Oceana Publications, Inc., 1967. Hardcover. $1.25

A rather detailed, scholarly account of the ancient West African empires of Mali, Ghana and Songhai designed to eliminate erroneous impressions about Africa; several maps; bibliography; glossary; index. 86 pp. (Reading level: 10-12)

W Shinnie, Margaret, Ancient African Kingdoms. New York: St. Martins' Press, 1965. Hardcover. $4.95

A description of selected kingdoms in Egypt, Kush, the West African Sudan, the forest regions and in east-central Africa; many photographs; sketches of archeological finds; maps; index. 126 pp. (Reading level: 10-12)

F The Old Africa and the New: Ethiopia and Botswana. McG-H, (1967). color, narration, 15 min.

Brief survey of selected physical features; study of Ethiopia, its terrain, Coptic church, government, poverty and pageantry; study of Botswana's independence celebration.

FL The Boer War, THORNE FILMS. b/w, script, 4 min. $12.50

Depicts several fighting scenes from the Boer War, contemporary recreations.

FL Italian Conquest of Ethiopia, THORNE FILMS. b/w, script, 4 min. $12.50

Footage of original motion picture showing the departure of Italian troops, the preparation of Ethiopian troops, the modern weapons of the Italian army, the defeat and takeover of Ethiopia.

Fs Africa: The French Community, CAF, (n.d.). 41 frames, b/w, captioned. $6.00

28 photos, 6 maps, 2 drawings and 5 full captions. Deals with French colonialism and the evolution of the French Community. Depicts French relationships with African states in French Community in areas of trade, aid and organization. Captions: statements explaining and supplementing frames.

Fs Focus on Africa, NYT, (April 1966). 52 frames, b/w, captioned, script. $7.95

46 photos, 4 maps and 2 full captions. Separated into sections dealing with contemporary Africa: independence and problems (10), struggle and transition (11), Africa of the Equator (10), Africa of the South (7), troubled outlook (10), summary (1). Script shows each frame and provides paragraph which describes and supplements frame. Captions: statements explaining frames.

Fs The New Africa, VEC, (n.d.). 29 frames, b/w, captioned. $6.00

26 photos, 2 maps and one full caption. Population and language (3), independence (1), problems and needs of "New Africa": education (4), government (5), economics (8), summary (5). Captions: statements explain and supplement frames.

SR Emerging Africa in the Light of its Past: Land, People, and History (Unit 1), CHR, (1965). 40 slides, color, script, record. $29.95

34 photos, 6 maps and photos. The interrelation between the natural environment and the history of sub-Saharan Africa in the formation of the various cultures. Topics include: physical environment, prehistory, racial composition and diversity, origin of culture groups and cultural history. Script: text of record, notes and bibliography keyed to topics covered. Record: 30 minutes keyed to slides. Explains and supplements.

SR Emerging Africa in the Light of its Past: From Exploration to Independence (Unit 2), CHR, (1965). 40 slides, color, script, record. $29.95

37 photos and 3 maps. Impact of Europe on Sub-Saharan Africa. Divided into four periods: changes in Africa during the Age of Exploration, effects of slave trade with Americas, European colonization, and independence movement after World War II. Script: text of record, notes and annotated bibliography keyed to topics covered. Record: 30 minutes keyed to slides. Explains and supplements slides.

TR Alpha Map Transparencies: Africa, ALLYN & BACON, (1967).

2 multi-colored, single sheet transparencies on colonialism and decolonialsim. Part of larger set. Each has descriptive guide. Cost of entire set is $60.00

TR Africa, (Past and Present - Unit III), EBF, (1963). color, script. $10.00

5 transparencies: Kingdoms and Empires of Africa, Colonial Africa - 1939, Independent Countries - 1945, Independent Countries - 1959, Independent Countries - 1962. All maps of entire continent. Can be used individually or in combination as overlays. Registration marks provided for alignment. Notes to teacher. Part of larger set priced at $32.00

TR World History: Unit I - Sub-Saharan Africa, KEUFFEL & ESSER CO., (1966).

Set of 11 maps depicting various aspects of African history: major kingdoms, coastal exploration, exploring the interior, the quest for the Niger, search for sources of the Nile, exploration of Central and Southern Africa, the African slave trade, areas controlled by Europe, settlement 1875, European dependents 1914, independence. Available as master for $39.95 or as pre-made Spectra transparencies for prices ranging between $3.25 and $9.25 depending on number of overlays.

TR Africa Before European Impact: 1000 A.D., Africa: 1885, Africa: 1924, Africa: 1966. NYSTROM. color. $13.00

Knowlton-Wallbank World History Maps. KW31: One transparency with two maps: (A) Africa-Races 1000 A.D. and trade routes, (B) Extent of European colonization and exploration routes; KW32: One transparency with two maps: (A) Colonial division of Africa in 1924 (B) Independent countries in 1966.

TR Africa Before European Supremacy (About 1815)/ The Partition of Africa, RAND MCNALLY. Color. $5.00

Ranvue World History Map Series. Single transparency with paper frame and clear plastic overlay. Maps: (A) Africa before European supremacy about 1815 showing the extent of European control and the kingdoms of Africa. (B) The partition of Africa (1885 and 1889) showing the colonies under European control.

TR World History: Africa, (#258-628), GAF, (1964). $4.50

Base outline with overlays showing Africa political boundaries 1850, 1914, 1963. Three colors. No guide.

P The Changing Map of Africa, BRITISH INFORMATION SERVICES, (Jan. 1967). single sheet.

Front: map of Africa with tables providing name, area, population, and political status of all the countries of the continent of Africa. Back: political and economic relationships. Synopsis of various economic unions and organization between countries of Africa.

P The Slave Trade and Its Abolition, (Jackdaw #12), JACKDAW PUBLICATIONS. $1.95

Reproduction of 15 pictures, posters and primary sources dealing with the slave trade and its abolition.

T Africa: Continent of Change, (P-125), WASHINGTON TAPES, (1966). 15 min. $10.00

Discussion of the changes taking place in Africa by Fred Hadsel of the U.S. State Department. Topics include political changes, economic and social progress, political union among African nations, foreign influences in Africa, the importance of Africa.

T David Livingston, (#48), WTE. 28 min. $2.75

Story of the life of David Livingston from his childhood in England to his death in Africa. Recreation of Livingston experiences.

5.00 WEST AFRICA

5.10 GENERAL

5.11 Overview

W Davidson, Basil, A History of West Africa 1000-1800. London: Longman's Green & Company, Ltd., 1965. Paper. 11s 6d

An introduction to West African history with equal space devoted to each of three periods 1000-1500, 1500-1600, 1600-1800; chapters on regions and empires; many illustrations, photos, and maps; questions, timeline; prepared for African secondary students; index. 312 pp.

W Higson, F.G., A Certificate Geography of West Africa. London: Longman's Green & Company, Ltd., 1967. Hardcover. 14s

An introduction to the geography of West Africa that focuses on the physical features; climate, weather and vegetation; peoples, economic development and selected countries (Liberia, Guinea, Ghana, Nigeria and several others); includes several photographs, many maps and charts, questions; prepared for African secondary schools and teacher training institutions; index. 223 pp.

W Webster, J. B., A. A. Boahen, and H. O. Idowa, The Revolutionary Years: West Africa Since 1800. London: Longman's Green & Company, Ltd., 1967. Paper. 12s 6d

The concluding volume of a history designed for West African secondary students; includes chapters on the 19th century Sudanic and coastal kingdoms, relations with Europe, resistance to colonial rule, and the return to independence; many illustrations, photos, and maps, with bibliographies and activities at the end of each chapter; prepared for African secondary school students; index. 342 pp.

F West Africa: Tropical Lowlands, McG-H, (1966). color, narration, 14 min.

Describes the peoples of various West African nations and surveys different ways they make a living. Also shows recent economic developments. With maps. Teachers guide.

Fs West Africa, EAV, (n.d.). 42 frames, b/w, non-captioned, script. $3.75

38 photos and 4 maps. Divided by climatic regions: Savanna: topography (1), cities and villages (3), transportation (2), agricultural products (10), mining (2). Tropical Rain Forest: topography (2), agriculture (11), fishing (2), urban areas (2), economic activities (3). Script provides paragraph for each frame. Produced in England.

Fs West Africa, McG-H, (1967). 38 frames, color, captioned, script. $8.50

34 photos and 4 maps. Introduction - New Nation Problems (2), arid and semi-arid Northern Region (10), humid tropical regions (dealing with farming, lumbering, and transportation) (15), urbanization (8), conclusion-allocation of resources and economic growth (3). Captions: statements and questions.

FsR The West Central Lowlands, SVE, (1965). 61 frames, color, non-captioned, script, record. (Africa, The Land of Developing Countries Series A - 239-5R).

51 photos, 6 maps and 4 full captions. Record (18 min.). Location, size and physical features (7), agriculture and industry (22), people and how they live (10), transportation (7), important cities (9). Script follows record. Full captions: review question and map study exercise. Part of a set of 6 costing $39.95

SR Emerging Africa in the Light of Its Past: West Africa - Patterns of Traditional Culture (Unit 3), CHR, (1967). 40 slides, color, script, record. $29.95

35 photos and 5 maps. Description of West Africa's culture that was established before contact with the European and the traditional culture patterns still in existence. Topics: natural environment, history, economic activities, religion, family and political organization. Script: text of record, notes and annotated bibliography keyed to topics. Record: 30 minutes, keyed to slides. Explains and supplements, slides.

SR Emerging Africa in the Light of Its Past: West Africa Today - Patterns of Change. (Unit 4), CHR, (1967). 40 slides, color, script, record. $29.95

38 photos and 2 maps. Deals with the impact of European contact after the period of the Slave Trade on the traditional culture of West Africa and the interrelationship between the European forces and traditional forces up to the post-independence period. Topics: government, religion, economic activities, family organization and African literature. Script: text of record: notes, annotated bibliography keyed to topics. Record: 30 minutes. Keyed to slides. Explains and supplements slides.

TR Western Africa, HAMMOND. color, script. $5.75

Maps of Western Africa. Four transparencies: base map with rivers and political boundaries, physical features, place names, clear plastic for writing. Used in combination. Plastic frames provided with registration marks for alignment. Notes deal with mechanics of using transparencies.

T Africa Soviet Style, THE CENTER FOR STUDY OF DEMOCRATIC INSTITUTIONS, (n.d.). 30 min. $5.00

Yau Turkson, First Consul of Ghana examines the political developments in Africa in reference to the one party system; questions concerning suppression of civil liberties.

T Introduction to West Africa, U.S. DEPARTMENT OF STATE, (n.d.). 28 min.

The Deputy Director, Office of West African Affairs of the U.S. State Department, Hendrik van Oss, describes the geography, politics and economics of West African nations and U.S. relations with them.

R Folk Tales From West Africa (FC7103), FOLKWAYS. 5 bands $4.15

Side 1: Two folk tales -- "The Cow-Tail Switch" and "Youhde Goes to Town." Side 2: "Talk," "Throw Mountains" and "Don't Shake Hands with Everybody."

5.12 Economic

FL Agriculture in West Africa, ICF, (1967). color, super 8, script to be issued, 4 min. $16.00

Depicts the land, methods of farming and products raised in the wet and dry part of Africa. Emphasis on the use of hand labor in farming.

FL Labor in West Africa, ICF, (1967). color, super 8, script to be issued, 4 min. $16.00

Varied economic activities of the people of West Africa. Examples provided from farm, villages, and cities of West Africa. Emphasis on hand labor.

FL Markets in West Africa, ICF, (1967). color, super 8, script to be issued. 4 min. $16.00

Provides a cross-sectional view of the various types of markets present in West Africa. Examples of modern and urban markets with traditional and rural markets. Products also included.

FL Peanuts--Important Product of West Africa, ICF, (1967). color, super 8, script to be issued, 4 min. $16.00

Traces the route of the peanut from hand harvesting and processing to the loading on a steamship for export. Shows the combination of human and machine labor used in Africa with an emphasis on human labor.

FL Progress in West Africa, ICF, (1967). color, super 8, script to be issued, 4 min. $16.00

Depicts the physical changes occuring in West Africa. Major emphasis on examples of new developments in urban housing, transportation and industry.

FL Rubber Plantation in West Africa, ICF, (1967). color, super 8, script to be issued, 4 min. $16.00

Layout of a plantation and the tapping of the rubber trees introduces the major portion of the film which deals with the processing of the raw rubber in a modern processing plant. No treatment of people, housing or organization of plantation.

FL Transportation in West Africa, ICF, (1967). color, super 8, script to be issued. 4 min. $16.00

Shows the various types of roads and means of transportation utilized in West Africa. Depicts animal, human and mechanical means of transportation on land, water and air.

5.13 Life

W Beti, Mongo, Mission to Kala, New York: Humanities Press, Inc., 1966. Paper. $1.00

Written in 1957 this novel is set in the southern Cameroons. It relates the adventures of a youth sent to a nearby village and who, while there, becomes idolized by the local populace because of his education. It presents a detailed picture of village life, pasttimes and ceremonies. 183 pp.

W Conton, William, The African. New York: Humanities Press, Inc., 1966. Paper. $1.00

This is a ficticious autobiography of Kisimi Kamara of Songhai, an equally ficticious British colony in West Africa. It traces his studies in England and his rise to political power later in his homeland. It provides excellent insights to African views of whites, to family organization and kinship and to West African politics. Originally published in 1960. 213 pp.

W Ekwensi, Cyprian, Lokotown and other Stories. New York: Humanities Press, Inc., 1967. Paper. $1.00

An anthology of short stories about various aspects of life in village and urban Africa emphasizing a number of themes including love, crime, and tragedy. 152 pp.

W Ekwensi, Cyprian, People of the City. New York: Humanities Press, Inc., 1965. Paper. $1.00

This novel, written in 1954, is set in a West African city. It describes the problems and temptations of urban life and reflects an African concern for freedom and independence. It also reflects inadequate housing conditions, some local customs and changing life of the people. 156 pp.

W Oyono, Ferdinand, Houseboy. New York: Humanities Press, Inc., 1967. Paper. $1.00

Written in French in 1960 this novel was translated into English in 1966. Presented as a diary of an African servant it suggests the ways in which white colonials mistreated the Africans and discriminated against them; much of the story is built around a love affair which results in the tragic death of the principal character. 140 pp.

FL City Life in West Africa, ICF, (1967). color, super 8, script to be issued. 4 min. $16.00

Overview of an African city showing its various functinns and types of structures. Constasts old and new parts of city, street scenes, markets and new construction. Impact of European influence depicted.

FL Dinner in West Africa, ICF, (1967). color, super 8, script to be issued, 4 min. $16.00

Traces the preparation of a meal for a West African family in an urban setting: buying the food (markets and products), preparing a meal (kitchen and family dining room), eating.

FL Homes in Africa, ICF, (1967). color, super 8, script to be issued, 4 min. $16.00

Depicts the various types of housing in wet and dry Africa. Examples of various styles both modern and traditional; type of construction and type of materials used. Influence of Arab and European styles also noted.

FL Rural Life in Arid West Africa, ICF, (1967). color, super 8, script to be issued, 4 min. $16.00

Shows the poor means of transportation available, the emphasis on human power, housing and activities of the people and influence of the Arabs in language and religion of the people portrayed.

FL Semi-Nomadic Life in Dry West Africa, ICF, (1967). color, super 8, script to be issued, 4 min. $16.00

Overview of semi-nomadic settlement. Emphasis on housing and raising of cattle. Shows housing conditions and the herding of cattle by men and boys.

FL Town Life in West Africa, ICF, (1967). color, super 8, script to be issued, 4 min. $16.00

Shows a river town, the housing, streets, transportation activities and living conditions of the poeple. Comparison with City Life in West Africa.

5.14 Music

R Folk Tales From West Africa, FOLKWAYS, 5 bands, script. $4.15

Side 1: 2 bands; Reading of the "Cow-Tail Switch" and "Younde Goes to Market" folk tales. Side 2: 3 bands - Reading of "Throw Mountain" and "Don't Shake Hands with Everyone." Script: Notes on each folk tale on jacket of the record.

R Olantunji--Flaming Drums, COLUMBIA. 6 bands, script. $3.98

Side 1: 3 bands. Side 2: 3 bands. Popular treatment of vocal and instrumental music from Africa. Primary emphasis on West Africa. Script: notes on each band.

R Olantunji Zungo, COLUMBIA. 7 bands, script. $3.98

Side 1: 3 bands. Side 2: 4 bands. Music illustrates examples of the merging of Latin, jazz and West African music. Script: general introduction. No notes on individual bands.

R The Voices and Drums of Africa, MONITOR, 18 bands, script. $3.79

Side 1: 9 bands. Side 2: 9 bands. Music divided into three distinct groups: (1) Monaque and his African Ensemble playing music from the Cameroons; (2) Kante Facelle and his African Ensemble playing music from Dahomey, Niger and Guinea; (3) Keita Fodeba and his African Ensemble playing music from Guinea and Casamance. Script: general notes on each of the ensembles featured in the album. No notes on individual bands.

5.20 COUNTRIES OF WEST AFRICA

5.21 Cameroons

Fs The Republic of Cameroon, EG, (1962). 45 frames, color, captioned, script, (Continent of Africa: Countries of the Congo Basin Series - 155C). $6.00

41 photos, one map and 3 full captions. General overview of the country. Topics included: terrain and vegetation (10), tribes and economic activities (10), urban centers (13), agriculture and agricultural products (6), resources (2). Captions: statements explaining frames. Full captions: review (2) and summary questions (1).

Fs A Teacher Visits Africa: Cameroon Urban Life, VEC, (n.d.). 39 frames, color, captioned. $4.00 (in color $6.00)

35 photos, 2 maps and 2 full captions. Arrival in country (4), vegetation (4), housing (2), markets (6), city of Yaounde (6), mission schools (5), a parade in the city (6). Captions: statements explaining frames.

R Psalms of the Cameroons, (FR8910), FOLKWAYS. 13 bands, script. $5.79

Side 1: 8 bands. Side 2: 5 bands. Collection of psalms sung by the people of the Cameroons. Script: provides English translation of the psalms.

R Music of the Cameroons, (FE4372), FOLKWAYS. 23 bands, script. $6.79

Side 1: 9 bands. Side 2: 14 bands. Vocal and instrumental music of the Bafut tribe of the highlands of the Cameroons. Script: background material and notes on individual bands.

R Bulu Songs from the Cameroons, (FE4451), FOLKWAYS. 17 bands, script. $6.79

Side 1: 9 bands. Side 2: 8 bands. Vocal and instrumental music of the Bulus of the Cameroons whose language is a dialect of the Fang speaking people. Script: background material with notes on individual bands.

5.22 Dahomey

Fs The Republic of Dahomey, EG, (1964). 46 frames, color, captioned, script, (Continent of Africa: Countries of the Guinea Coast Series - 156A). $6.00

42 photos, one map and 3 full captions. General overview of the country with an emphasis on agriculture: terrain and vegetation (6), transportation (6), people (religion, education, economic activity) (8), urban centers (products and people) (6), and agriculture and agricultural products (16). Captions: statements explaining frames. Full captions: review (2) and summary questions.(1).

R Dahomey Suite for Oboe and Piano, (FS3855), FOLKWAYS. script. $5.79

Side 1: The Dahomey Suite. Blending of the non-harmonic structures of West Africa songs with the harmonic-polyphonic language of contemporary music.

Side 2: Samples of African music to provide a comparison with the "Afro-European" idiom of the Suite. Both vocal and instrumental music. Samples not confined to West Africa. Script: introduction with notes on each band.

5.23 Gambia

Fs Gambia & Portuguese Guinea, EG, (1962). 47 frames, color, captioned, script, (Continent of Africa: Countries of West Africa Series - 157A). $6.00

43 photos, 2 maps and 2 full captions. Separate general overviews of each country. Gambia (21) and Portuguese Guinea (22). Topics include: terrain and vegetation, people and religions, agriculture and agricultural products, capitals, transportation. Captions: statements explaining frames. Full captions: summary questions (2).

5.24 Ghana

W Achebe, Chinua, Man of the People. New York: John Day, 1966.

This is a novel about the rise and fall of a demagogue in a West African state. It offers excellent insights into the nature of the political process in newly developing areas, and describes the political education of the electorate in these areas.

W Bleeker, Sonia, The Ashanti of Ghana. New York: William Morrow & Company, Inc., 1966. Hardcover. $2.29

A description of the culture, history, family life, arts and crafts, and government of the Ashanti; illustrated by drawings; index. 160 pp. (Reading level: 6-9)

W Brown, Godfrey N. and Philip M. Amono, An Active History of Ghana, Book One: From Earliest Times to 1844. London: George Allen & Unwin, Ltd., 1965. Paper.

A study of the history of Ghana from the discovery of iron to 1844; includes many illustrations, maps and charts as well as exercises, study questions and activities built into the text to involve the students actively in its study; section on biographies of early leaders; (prepared for upper elementary level students in Ghana); no index. 143pp.

W Brown, Godfrey N., An Active History of Ghana, Book Two: Since 1844. London: George Allen & Unwin, Ltd., 1964. Paper.

A description of the history of Ghana from 1844 to independence, using documents, maps, charts, and photographs as integral parts of the learning activities; study questions and exercises are built into the narrative; (prepared for upper elementary level students in Ghana); no index. 143 pp.

W Sale, J. Kirk, The Land and People of Ghana. Philadelphia: J. B. Lippincott Company, 1963. Hardcover. $2.93

A description of the geography, people (especially the Ashanti and the Europeans), history and culture of Ghana; with photographs; index. 159 pp. (Reading level: 9-12)

W Zemba, Lydia Verona, Ghana in Pictures. New York: Sterling Publishing Company, Inc., 1966. Hardcover. $1.00

A brief survey of the history of Ghana followed by descriptions of its government, geography, people, economy and society; some text with many photographs; no index. 64 pp. (Reading level: 6-12)

F Ghana, McG-H, (1967). color, narration, 13 min.

Survey of record of Nkrumah; aspects of local government, including destoolment of old chief and enstoolment of new chief; ceremonies at military barracks; interview with U.S. Ambassador to Ghana; problems ahead.

Fs Ghana:- Land and People, EG, (1967). 47 frames, color, captioned, script. (Continent of Africa: Countries of the Guinea Coast Series - 156B). $6.00

43 photos, one map and 3 full captions. Major emphasis on people and modern influences. Terrain and vegetation (5), transportation and construction (9), history (4), modern influences (religion, education, dress) (20), markets (people and products) (5). Captions: statements explain frames. Full captions: review (2) and summary questions. (1).

Fs Ghana, CG (1962). 28 frames, color, non-captioned, script. $7.50

27 photos and one map. Overview of the country. Accra and surrounding area (8), agriculture and agricultural products (6), northern Ghana- farming and houses (5), industrial development (7), and education (1). Script provides title and paragraph for each frame.

Fs Ghana - Part I, BUDEK, (1961). 31 frames, color, captioned, script. $6.00

29 photos and 2 full captions. Divided into three distinct categories: terrain and vegetation (8), modern and traditional buildings (12), seaport and city of Accra (9). Captions: statements explaining frames. Full captions: history of modern Ghana. Script: descriptive paragraph supplementing each frame.

Fs Ghana - Part II, BUDEK, (1961). 38 frames, color, captioned, script. $6.00

36 photos and 2 full captions. Emphasis on economic activities of the people of Ghana. Transportation (10), fishing (9), economic activities (7), handicrafts (6), celebrations in Ghana (4). Captions: statements explaining frames. Full captions: people and products of Ghana. Script: descriptive paragraph for each frame. Supplements captions.

Fs Ghana: Industries, Products, Cities, EG, (1964). 44 frames, color, captioned, script, (Continent of Africa: Countries of Guinea Coast Series - 156C). $6.00

42 photos and 2 full captions. Emphasis on City of Accra and agriculture. Agricultural products, (people and products, limited landscape) (12), ports and products (7), mineral resources (2), Accra (functions, buildings, education, people) (21). Captions: statements explain frames. Full captions: review (1) and summary questions (1).

Fs Accra-Ghana, EG, (1962). 45 frames, color, captioned, script. (Continent of Africa: Historic Cities of Africa Series - 158A). $6.00

43 photos and 2 full captions. General characteristics of the city. Modern structures and government buildings (13), markets and traditional sections (7), modern industrial influence (4), transportation (6), seaport and facilities (6), police force (4) and youth groups (3). Captions: statements explaining frames. Full captions: review and summary.

Fs How Kwaku Lives in Ghana. WSP, (n.d.). 58 frames, b/w, captioned. $4.00

57 photos and one map. Follows the daily activities of a young boy in Ghana. Dress of people including dress worn by village chief (11), family chores and food (20), fishing and daily activities of village (8), education and vocational training (18). Captions: statements explaining frames.

C Ghana, PICTORIAL CHARTS. Single sheet, color 30" x 40". $2.00

Large map of Ghana showing the elevation and system of communication. Chart on the work cycle of the cocoa farmers and of chief exports. Information dated.

T Ghana: A Case Study, CENTER FOR THE STUDY OF DEMOCRATIC INSTITUTIONS, (n.d.). 1 hour. $5.00

Recording of a discussion held at the Center by Daniel Apter. Examination of the related questions associated with the shift from democratic institutions to military and dictorial regimes. Focus on the ethnic and social history and political development in Ghana.

T Ghana and Uganda, WTE, (n.d.). 25 min. $2.75

An interview with nationalists from Ghana and Uganda discussing the social, economic and political problems facing independent Ghana and "soon to be independent" Uganda.

T Ghana, (2 parts), SOUNDS OF LEARNING, INC., (n.d.). 30 min. $5.00 each

Discussion of the political, social and economic aspects of Ghana and Ghana's point of view on these questions. Topics included in discussion are history, economic development and social progress. Selections of music from Ghana at end of tape.

R Ashanti Folk Tales from Ghana (FC7110), FOLKWAYS. 6 bands. $4.15

Side 1: Three folk tales--"All Stories are Anansi's," "Anansi, the Oldest of Animals," and "Nyame's Well." Side 2: Three folk tales--"Two Feasts for Anansi," "Anansi Plays Dead" and "The Porcupine's Hoe."

5.25 Guinea

Fs Guinea, DON BOSCO, (n.d.). 30 frames, color, non-captioned, script. $6.00

Overview of Guinea showing the following: Terrain and vegetation (5), village life (9), Conakry (8), products and economic activities (7). Script: descriptive paragraph for each frame.

Fs Republic of Guinea, EG, (1962). 49 frames, color, captioned, script, (Continent of Africa: Countries of West Africa Series - 157B). $6.00

46 photos, one map and 2 full captions. General overview of the country. Terrain and vegetation (13), agriculture and agricultural products (15), tribal groups and major economic activities (8), minerals (2) and Conkary (markets, industries and transportation) (8). Captions: statements explaining frames. Full captions: review (1) and summary questions (1).

5.26 Ivory Coast

F Republic of the Ivory Coast, (The Peoples of Africa Series), UNITED WORLD, (1967). b/w, narration, 20 min.

Depicts export-oriented economy and products of the Ivory Coast. Emphasis on growth and potential, economic ties with France. Also included are scenes of an Independence Day Celebration in a small town illustrating a blending of modern and traditional life in the Ivory Coast.

Fs The Ivory Coast, DON BOSCO, (n.d.). 30 frames, color, non-captioned, script. $6.00

General overview of the country depicting the following: climate (5), animals (2), products (7), villages and people (5), Moslem religion (4), city of Abidjan (5). Script provides descriptive paragraph for each frame.

Fs Republic of the Ivory Coast - Land and People, EG, (1962). 46 frames, color, script. (Continent of Africa: Countries of West Africa Series - 157C). $6.00

43 photos, one map and 2 full captions. Terrain and vegetation (10), population and ethnic groups (10), city of Abidjan (5), transportation and communication (7), education (7), traditional culture (4). Captions: statements explaining frames. Full captions: review (2).

Fs Republic of the Ivory Coast - Industries, Products and Cities, EG, (1962). 46 frames, color, captioned, script. (Continent of Africa: Countries of West Africa Series - 157D) $6.00

44 photos and 2 full captions. Divided between agriculture and urban centers. Agriculture and agricultural products (14), Abidjan: [illegible] buildings, industries and products (20), Buoake: surrounding regions, markets and products (10). Captions: statements explaining frames. Full captions: review (1) and summary questions (1).

R The Baoule of the Ivory Coast, FOLKWAYS. 23 bands, script. $6.79

Side 1: 9 bands. Side 2: 14 bands. Vocal and instrumental music of the Baoule of the Ivory Coast. Religious and ceremonial music included. Script: background notes with notes on individual bands.

5.27 Liberia

W Rottsolk, James E., The Story of Liberia, Wichita: McCormick-Mathers Publishing Company, Inc., 1967. Paper. $1.32

A narrative (written as the adventures of a boy named Borbor) of life in Liberia, its villages, cities, schools, and rubber plantations; geography, history and economic and social conditions are infused in the narrative; maps and photographs; glossary; pronunciation guide in the text; index. 124 pp. (Reading level: 6-9)

Fs Liberia, BUDEK, (n.d.). 50 frames, color, captioned, script. $6.00

36 photos, 13 captions and one map. Provides a general overview of Liberia. Filmstrip divided by full title frames into the following categories: rubber (4), life on the plantation (12), urban life (12), getting about in Liberia (1), new developments--iron mining (4), shipping the iron ore--Freeport (2), where Moslem life has not reached (4). Captions: statements explaining frames. Full captions: introduction and supplement (6), title frames (7). Script: introduction, and descriptive paragraph for each frame.

Fs Liberia and Togo. EG, (1962). 52 frames, color, captioned, script. (Continent of Africa: Countries of West Africa Series - 157E). $6.00

48 photos, 2 maps and 2 full captions. General overview of each country. Liberia (26): people, tribes and economic activities (11), agricultural products (5), capital of Monrovia (8), history (1), and vegetation (1). Togo (22): terrain and vegetation (4), agriculture and agricultural products (5), city of Lome (6), people (2) and mining (1). Captions: statements explaining frames. Full captions: summary questions (2).

Fs How Duee Lives in Liberia. WSP, (n.d.). 47 frames, b/w, captioned. $4.00

45 photos and 2 maps. Follows the life and activity of a 12 year old boy in a village in Liberia. Introduction (5), use of palm tree products (23), education including agricultural education and products (12), the village, including construction of houses and people of (15). Captions: statements explaining frames.

R Folk Music of Liberia, (FE4465), FOLKWAYS. 11 bands, script. $6.79

Samples of the vocal and instrumental music of Liberia. Instruments and music taken from the various tribal groups in Liberia. Script: Introduction and notes on individual bands.

5.28 Mali

W Niane, D. T., Sundiata: An Epic of Old Mali. New York: Humanities Press, 1967. Paper. $1.25

An English translation of a narrative about the life and exploits of a great King of ancient Mali as told by an African minstrel or annalist; includes many asides that reflect the culture of the Mandingo; no index. 96 pp. (Reading level: 9-12)

F Daily Life of the Bozo People, (#10 African Village Life), IFF, (1967). color, background sound, no narration, 15 min.

Shows daily activities of the Bozo peoples who live along Niger River in Mali--house building, weaving at hand loom, preparing food, washing, fishing.

F Fishing on the Niger River, (#1 African Village Life), IFF, (1967). color, background sound, no narration. 17 min.

Shows Bozo people of Mali engaged in fishing activities on Niger River--preparing nets and boats, fishing with nets, cleaning and drying nets, cooking fish, market place. Brief shots of community building.

F Building A Home, (#3 African Village Life), IFF, (1967). color, background sound, no narration. 7 min.

Shows the Bozo peoples of Mali engaged in construction a home from wood and straw.

F Building a Boat, (#3 African Village Life), IFF, (1967). color, background sound, no narration, 7 min.

Shows Bozo peoples of Mali assembling a boat--shaping the wood, setting and pinning the sides to the hull and so on.

F Onion Farming, (#4 African Village Life), IFF, (1967). color, background sound, no narration, 7 min.

Shows Dogon people of Mali engaged in various aspects of onion farming--including irrigation of terraced fields, and preparing harvested onions.

F Cotton Growing and Spinning, (#9 African Village Life), IFF, (1967). color, background sound, no narration, 7 min.

Shows Dogon peoples of Mali engaged in picking cotton, carding and spinning it into thread. Also brief shots of housing.

F Hunting Wild Doves, (#6 African Village Life), IFF, (1967). color, background sound, no narration, 7 min.

Shows Dogon peoples of Mali preparing rope, climbing cliffs, capturing doves and descending. Also brief shots of cliff dwellings and houses.

F Herding Cattle, (#5 African Village Life), IFF, (1967). color, background sound, no narration, 7 min.

Description of Peul peoples of Mali herding cattle across Niger river.

Fs Republic of Mali, EG, (1965). 46 frames, color, captioned, script. (Continent of Africa: Countries of Moslem Africa Series - 159E). $6.00

43 photos, one map and 2 full captions. Urban centers (people, buildings and markets) (18), agriculture (people and products) (9), handicraft (5), topography (4) and population composition (4), and transportation. Captions: statements explaining frames. Full captions: summary and review questions.

Fs Timbuktu: Republic of Mali, EG, (1962). 48 frames, color, captioned, script, (Continent of Africa: Historic Cities of Africa Series - 158H). $6.00

45 photos, one map and 2 full captions: history (5), Tuaregs (5), Songhai (2), Moslem religion (4), buildings (8), central market (people and products) (8), foods (9), camel caravans and salt trade (4). Captions: statements explaining frames. Full captions: review and summary.

R Music of Mali, (FE4338), FOLKWAYS. 5 bands, script. $6.79

Side 1: 1 band. Side 2: 4 bands. Side one deals exclusively with the music played at a funeral at Dini. Side two records wedding songs, and Taureg minstrels at Timbuktu. Script: introduction with notes from a diary describing the scenes where the music was recorded.

FL Africans of the River Niger, EALING, (1968). six, 8 mm cartridged loops in color, no sound, super 8. $21.50 each; regular $18.50 each

Adapted from films produced by Julien Bryan and the International Film Foundation. Titles are:

River Bank Village. (4 min.)

Life of the Bozo of Mali showing men weaving, women doing household chores.

Building a House. (4 min.)

Bozo men built house of branches and reed thatching on stilts.

Building a Boat. (3½ min.)

Bozo men assemble large canoe and waterproof it.

Fishing. (4 min.)

Bozo community fishes the river Niger using a variety of techniques including a huge net.

Trading Smoked Fish. (4.min.)

Bozo sell surplus of smoked fish at local markets, where they get money to buy things they need.

Preparing a Meal. (4 min.)

Bozo housewife prepares a meal of rice and fish which is then served to the men and boys.

FLS African Village Life, EALING, (1968). 8 cartridged 8 mm loops in color with sound, super 8.

Adapted from films produced by Julien Bryan and the International Film foundation. Titles are:

Building a House. (7 min.) $59.00

Bozo tribesmen of Mali constructed home on stilts from reeds and branches.

Building a Boat. (7 min.) $59.00

Bozo assemble a large canoe.

Onion Farming. (7 min.) $59.00

The Dogon of Mali harvest onions and prepare them for trading with their neighbors.

Cotton Growing and Spinning. (7 min.) $59.00

Dogon techniques of cotton growing, and spinning.

Hunting The Wild Doves. (7 min.) $59.00

With rope made from bark of Baobab tree, Dogon men scale cliffs to capture wild doves.

Herding Cattle, (7 min.) $59.00

The Peul of the Fulani move cattle across the Niger.

Daily Life of the Bozo. (15 min.) $98.00

Shows various occupations of these people.

Fishing on the Niger. (17 min.) $110.00

Depicts Bozo engaged in fishing using a variety of techniques.

5.29 Mauritania

F The Islamic Republic of Mauritania, (The People of Africa Series), UNITED WORLD, (1967). b/w, narration, 20 min.

General overview of the country. Emphasis placed on development of natural resources, the impact of a lack of water and of a nomadic life, and modernization projects.

Fs The Islamic Republic of Mauritania, EG, (1965). 47 frames, color, captioned, script, (Continent of Africa: Countries of Moslem Africa Series - 159E). $6.00

43 photos, one map and 3 full captions. General overview of the country, farms and farm products (10), urban centers (5) and topography, transportation, nomads, animals, imports-exports, education and fishing (28). Captions: statements explaining frames. Full captions: review (2) and summary (1).

5.30 Niger

F Republic of Niger, (The Peoples of Africa Series), UNITED WORLD, (1967). b/w, narration, 20 min.

Depicts the impact of a lack of water in Niger, Examples of search for water, economic activity and daily life of the nomads of southern and northern Nigeria and the desert towns and cities. Also depicts impact of modernization.

Fs The Republic of Niger, EG, (1962). 47 frames, color, captioned, script, (Continent of Africa: Countries of Moslem Africa Series - 159H). $6.00

43 photos, one map and 3 full captions. Broad coverage of varied activities and characteristics of Niger. Agriculture and products (products) (12), population (10), urban centers (5), education (6), markets, housing and transportation. Captions: statements explaining frames. Full captions: review (2) and summary (1).

5.31 Nigeria

W Achebe, Chinua, No Longer At Ease. New York: Humanities Press, Inc., 1966. Paper. $1.00

A 1961 novel about a Christian Ibo, the grandson of the ficticious Okonkwo of Achebe's earlier novel, caught up in a changing world. Educated in England and a member of the Nigerian civil service during colonial rule, Obi finds life in a bribery-ridden urban society beset with all the problems of clash between the new and old. Excellent portrayal of Ibo life, of the paternalistic attitude of the English and of life in the city. 170 pp.

W Achebe, Chinua, Things Fall Apart. New York: Humanities Press, Inc., 1966. Paper. $1.00

A novel (first published 1958) about a Nigerian Ibo, Okonkwo who is exiled from his village as the result of a tragic event. Upon his return he finds missionaries have converted many villagers and great changes have taken place, changes he finds hard to accept and with which he eventually comes into tragic conflict. An excellent portrayal of Ibo custom and life and the impact on individuals of the introduction of new religions and governments. 187 pp.

W Aluko, T.M., One Man, One Matchet. New York: Humanities Press, Inc., 1966. Paper. $1.00

A novel written in 1964 about relations between Africans and their white rulers and between various types of African leaders themselves. The story is set in western Nigeria shortly after World War II and involves the struggles of two Africans for local political support in a variety of issues. 197 pp.

W Aluko, T. M., One Man, One Wife. New York: Humanities Press, Inc., 1967. Paper. $1.25

This 1959 novel is the story of the inhabitants of a small village in Western Nigeria and the problems evolving from the conflict between their customs and the teachings of the missionaries. 201 pp.

W Ekwensi, Cyprian, Burning Grass. New York: Humanities Press, Inc., 1966. Paper. $1.00

This novel describes the life of the Fulani and touches on some changes introduced by the White man. It describes many tribal customs and rites while detailing the wanderings of its hero, Sunsaye. 150 pp.

W English, M. C., An Outline of Nigerian History. Ibadan: Longman's of Nigeria, Ltd., 1959. Paper. 7s 9d

A detailed history of Nigeria for Nigerian upper secondary school students; approximately ½ of the book is devoted to pre-European history; questions follow each chapter; some maps and plates; index.

W Forman, Brenda Lu and Harrison, The Land and People of Nigeria. Philadelphia: J. B. Lippincott Co., 1954. Hardcover. $3.25

A survey, with black and white photos, of Nigeria, its geography, history, peoples, government, education, arts and economy; concludes with description of each major region; index. 160 pp. (Reading level: 9-12)

W Iloeje, N.P., A New Geography of Nigeria. Ikeja: Longman's of Nigeria, Ltd., 1965. Paper. 12s 6d

Description and analysis of physical setting, economic development, regional geography of Nigeria with chapter summaries, exercises and questions; extensive use of maps, graphs, charts, photographs and diagrams; (prepared for upper secondary students in Nigerian schools); index. 260 pp.

W Kenworthy, Leonard S., Profile of Nigeria. Garden City: Doubleday & Company, Inc., 1960. Hardcover. $2.95

A text on the peoples, customs, social conditions, government, geography and economy of Nigeria; numerous, clear black and white photographs; index. 96 pp. (Reading level: 6-9)

W Munonye, John. The Only Son. New York: Humanities Press, Inc., 1966. Paper. $1.00

This novel is set in eastern Nigeria. It is the story of a woman's devotion to her youngest son and his growing up and leaving her for the religion and education of the white man. Family organization customs, rites and the impact of Christianity on these are vividly described. This offers an extensive view of traditional life in eastern Nigeria. 202 pp.

W Mwapa, Flora, Efuru. New York: Humanities Press, Inc., 1967. Paper. $1.50

This is a novel depicting the role of women in Nigeria. Emphasis is placed on trading, marriage customs, raising children and village life. 281 pp.

W Oboli, H. O. N., Beginning Geography in Eastern Nigeria. Ikeja: Longman's of Nigeria, Ltd., 1965. Paper. 4s 6d

A combination workbook, study guide and text on Nigeria's geography that emphasizes land use, population distribution, trade and economy; includes considerable material on neighboring nations; numerous charts, graphs, maps, pictures and student activities; concludes with section on "The World in Space." (for use in Nigerian elementary schools). 106 pp.

W Spicer, E., The Peoples of Nigeria. Ikeja: Longman's of Nigeria, Ltd., 1962. Paper. $1.00

Brief (7-10 pp. each) descriptions of eight different cultural groups which occupy Nigeria--including the Hausa, Fulani, Kanwi, Yoruba and Ibo; some photographs and drawings included. (prepared for use in Nigerian upper elementary schools). 71 pp.

F Nigerian Unity, McG-H, (1967). color, narration, 20 min.

Description of Lagos, of the resourses of Nigeria; problems of tribalism and 1967 Civil War; focuses on Emir of Kano, his pageantry and government and on problems of unity.

Fs Profile of Nigeria, SFS, (1961). 50 frames, color, non-captioned, script. $6.00

49 photos and one map. General overview of the country. Introduction (1), land (4), people (5), housing and living (6), transportation and communication (8), markets and earning a living (12), health and education (5), religion (2), government (2), arts (2), recreation (4). Script provides a frame-by-frame description.

Fs Nigeria, BUDEK, (1965). 40 frames, color, non-captioned, script. $6.00

40 photos. General overview of the various sections of Nigeria. Major emphasis on the following topics: major cities of Nigeria (7), villages (4), modern structures (2), markets (4), savanna landscape (3), transportation (5), people (6), agriculture (7), industry (2). Script: introduction and descriptive paragraph for each frame.

Fs Contrasts in Nigeria, EBF, (1961). 45 frames, color, captioned. $6.00

32 photos, 4 maps and 9 full captions. Comparison of Northern and Western Nigeria with major emphasis on urban centers of the regions and of the contrast between traditional and modern aspects of life. Kano (7), surrounding area of Kano (11), Western Region (5), Ibadan-old and new (5), modern Lagos (4). Captions: statements explaining frames. Full captions: introduction and (3) summary.

Fs In the Tropics Part I: Savanah and Hot Grasslands (Nigeria). UNITED WORLD, (n.d.). 43 frames, color, non-captioned, script. $4.00

43 photos. Scenes centered around the Kaduna/ Kano areas. Topics include: climate (10), countryside (8), products (15), human activities (9). Script: introduction and descriptive paragraph for each frame. Quality of film fair--colors slightly washed out.

Fs In the Tropics Part II; The Coast and Rain Forest (Nigeria). UNITED WORLD, (n.d.). 31 frames, color, non-captioned, script. $4.00

31 photos. The coastal region and rain forest of Nigeria: divided into the following categories: Coastal region-physical and cultural aspects (6), products (16), human activities (9). Script provides introduction and descriptive paragraph for each frame. Quality of film fair--color somewhat washed out.

FsR Nigeria: What You'd See There--Part I, BF, (n.d.) 41 frames, color, non-captioned, script, record. set $25.00

39 photos and 2 maps. Record (10 min.). Introduction (3), dress (7), schools (3), housing (13), Lagos (11), economic development (3). Script follows record.

FsR Nigeria: What You'd See There--Part II, BF, (n.d.). 41 frames, color, non-captioned, script, record. set $25.00

40 photos and one map. Record (9 min.). Cities of Nigeria (9), products and markets (11), fishing (5), transportation (6), government activities (3), sights in Nigeria (6). Script follows record.

Fs Nigeria, SB, (1965). 31 frames, color, captioned. $3.00

27 photos and 4 full captions. Cities and villages (7), housing (4), terrain and climate (3), tribes, religion and education (5), agriculture and agricultural products (6), transportation (2), coal (1). Full captions: information on size, location, vegetation. Captions: statements explaining frames.

Fs Nigeria: Industries and Products, EG, (1964). 47 frames, color, captioned, script. (Continent of Africa: Countries of Guinea Coast - 156F). $6.00

44 photos and 3 full captions. Products and related industries. Agricultural products and food processing (17), animal husbandry and related industries (8), cash crops and processing (6), mineral resources (6), industries (7). Captions: statements explaining frames. Full captions: review (2) and summary questions (1).

Fs Nigeria: Land, Transportation, Communication, EG, (1964). 46 frames, color, captioned, script. (Continent of Africa: Countries of the Guinea Coast Series - 156D). $6.00

42 photos, one map and 3 full captions. Major emphasis on physical geography: terrain, vegetation and climate (20), transportation (11), postal and radio communication (7), palm oil (4). Captions: statements explaining frames. Full captions: review (2) and summary questions (1).

Fs Lagos: Federation of Nigeria, EG, (1962). 46 frames, color, captioned, script. (Continent of Africa: Historic Cities of Africa Series -158D). $6.00

43 photos, one map and 2 full captions. Map shows location of city. Major emphasis on population, physical structure and industries, tribes, language and religious groups (14), modern and traditional buildings (9), functions of city (2), industries (8), port (3), suburban areas (3) and education (4). Captions: statements explaining frames. Full captions: review and summary.

Fs Nigeria: Important Cities, EG, (1964). 48 frames, color, captioned, script, (Continent of Africa: Countries of Guidea Coast Series - 156G). $6.00

45 photos and 3 full captions. Comparison and contrast between Lagos and Kano. Lagos: modern buildings (9), transportation (4), education (4), industries (3) and people (2). Kano: traditional buildings (6), tribes and religious groups (5), industries and products (12). Captions: statements explaining frames. Full captions: review (2) and summary questions (1).

Fs Nigeria: Other Cities, EG, (1964). 46 frames, color, captioned, script, (Continent of Africa: Countries of Guinea Coast Series - 156H). $6.00

44 photos and 2 full captions. Comparison of cities and regions of Nigeria. Ibadan: modern structures (6), T.V. station (5), industries and products (6), local markets (4) and education (3). Enugu: products (5). Port Harcourt: (3). Kaduna and Benin: industries products, education and markets (12). Captions: statements explaining frames. Full captions: review (1) and summary questions.(1).

Fs Nigeria: People, EG, (1964). 44 frames, color, captioned, script, (Continent of Africa: Countries of the Guinea Coast Series -156E). $6.00

42 photos, and 2 full captions. Major emphasis on religious groups and education. Population and language (4), people of urban areas (5), Yoruba (4), Fulani (3), recreation (5), religious groups (10), education and government services (11). Captions: statements explaining frames. Full captions: review (1) and summary questions (1).

Fs Village Life in Northern Nigeria, CG, (1951). 25 frames, color, non-captioned. $8.50

25 photos. Comparison of village and town in northern Nigeria. Village: house construction (3), daily activities (5), agriculture and agricultural products (9). Town: view (including Kano) (2), transportation, street scenes and markets (4), seasons (2). Script provides title and paragraph on each frame.

Fs Nigerian Arts and Crafts, UNITED WORLD, (n.d.). 38 frames, color, non-captioned, script. $6.00

Examination of the various types of arts and crafts found in Nigeria. Working in wood (5), in metal (5), in leather (5), in cotton (10), miscellaneous crafts mostly pottery and architecture (13). Script: introduction and descriptive paragraph for each frame.

C Nigeria, PICTORIAL CHARTS, single sheet, color, 30" x 40" $2.00

Large map of the country showing elevation, major economic activities, and communication. Notes on the techniques of oil palm production. Notes on the steps toward self government. Information dated.

R Drums of the Yoruba of Nigeria, (FE4441), FOLKWAYS. 13 bands, script. $6.79

Side 1: 4 bands. Side 2: 9 bands. Record of the various types of drums and music produced by the Yoruba people of West Africa. Script: introduction with notes on each band.

R Olantunji, Drums of Passion, COLUMBIA. 8 bands, script. $3.98

Side 1: 4 bands. Side 2: 4 bands. Olantunji's impressions of the folk and dance music of Nigeria. Script: general introduction. No notes on individual bands.

R Olantunji High Life, COLUMBIA. 10 bands, script. $3.98

Side 1: 5 bands. Side 2: 5 bands. The term "High Life" refers to the popular music and dance which developed in Ghana and Nigeria "seventy years ago." Album provides samples of "High Life" music Script: general discussion of music. No notes on individual bands.

R Hausa, WORLD. script. $2.45

Six 7" records, part of the World Foreign Language Series, giving English and Hausa pronunciation of general expressions and vocabulary. Script: 27 page English-Hausa dictionary.

5.32 Senegal

F Senegal, (The People of Africa Series), UNITED WORLD, (1967). b/w, narration, 20 min.

Emphasis on economic activities and natural resources. Stress is placed on the need for modern equipment for development of cash crop industries and for Senegal to achieve its potential; comparison of modern and industrial Dakar with traditional countryside.

Fs The Republic of Senegal: Land and People, EG, (1962). 48 frames, color, captioned, script, (Continent of Africa: Countries of West Africa Series - 157F). $6.00

44 photos, one map and 3 full captions. Terrain and vegetation (5), population and tribes (3), dress (4), religion (3), French and non-African influence (6), education and health services (9), occupations (7), daily activities and recreation (7). Captions: statements explaining frames. Full captions: review (2) and summary questions (1).

Fs Republic of Senegal: Industries and Products, EG, (1962), 45 frames, color, captioned, script, (Continent of Africa: Countries of West Africa Series - 157G). $6.00

43 photos and 2 full captions. Agriculture and agricultural products (9), fishing and fishing industries (14), animal husbandry (4), lumbering (4), mineral products (4), import-exports (8). Captions: statement explaining frames. Full captions: review (1) and summary questions (1).

Fs Republic of Senegal: Transportation and Cities, EG, (1962). 46 frames, color, captioned, script. (Continent of Africa: Countries of West Africa Series - 157H). $6.00

43 photos and 3 full captions. Major emphasis on the city of Dakar: history (2), transportation and communication (14), Dakar: modern buildings, markets, recreation and historical buildings (27). Captions: statements explaining frames. Full captions: review (2) and summary questions (1).

R Wolof Music of Senegal and Gambia, (FE4462), FOLKWAYS. 10 bands, script, $6.79

Side 1: 5 bands. Side 2: 5 bands. Vocal and instrumental music of the Wolof people from both Senegal and Gambia: Script: background material with notes on individual bands.

R The Music of the Diola--Fogny of the Casamance, Senegal, (FE4323), FOLKWAYS. 10 bands, script. $6.79

Side 1: 4 bands. Side 2: 6 bands. Instrumental and vocal music of the Fogny which are part of the Diola bribe of the southwestern section of the Republic of Senegal. Script: background notes and notes on individual bands.

5.33 Sierra Leone

W Peters, Lenrie, The Second Round. New York: Humanities Press, Inc., 1967. Paper. $1.25

Set in Sierra Leone, this novel explores the difficulties that face an idealistic African doctor. who returns to his country to contribute to its progress but finds the conditions there hardly what he had expected. 193 pp.

Fs Sierra Leone, EG, (1962). 45 frames, color, captioned, script, (Continent of Africa: Countries of West Africa Series - 1571). $6.00

42 photos, one map and 2 full captions. General overview of the country: terrain, vegetation and animals (11), ethnic groups (7), farming and farm products (11) natural resources (9) and transportation (4). Captions: statements explaining frames. Full captions: review (2) and summary questions (1).

Fs Profile of Sierra Leone, SFS, (1961). 51 frames, color, non-captioned, script. $6.00

48 photos and 3 maps. General overview of the country: transportation (14), economic activities (13), people (8), settlements (2), history (2), modern agricultural training (6). Script provides a frame-by-frame description.

Fs People of Sierra Leone, SFS, (1962). 34 frames, color, non-captioned, script. $6.00

33 photos and one full caption. Shows the work of the West African Institute for Oil Palm Research. Photos show the various phases of research and the growing of palm oil. Full caption: title frame. Script: provides title and description of each frame.

R Music of the Mende of Sierra Leone, (FE4322), FOLKWAYS. 10 bands, script. $6.79

Side 1: 5 bands. Side 2: 5 bands. Vocal and instrumental music of the Mende tribe. Work, religious and celebration songs are included. Script: introduction and notes on individual bands.

5.34 Upper Volta

Fs The Republic of Upper Volta, EG, (1964). 49 frames, color, captioned, script, (Continent of Africa: Countries of Guinea Coast Series - 156I). $6.00

45 photos, one map and 3 full captions. General overview of the country, with emphasis on Bobo-Dioulasso. Population and tribes (8), agriculture and agricultural products (6), transportation (6), public services (3), minerals (2). Bobo-Dioulasso: industries, imports-exports (10), buildings, markets and people (10). Captions: statements explaining frames. Full captions: review (2) and summary questions (1).

R Tuareg Music of the Southern Sahara, (FE4470), FOLKWAYS. 13 bands, script. $6.79

Side 1: 7 bands. Side 2: 6 bands. Instrumental and vocal music of the Tuaregs. Dominance of women in music reflects the matrilineal organization of the Tuaregs. Script: introduction with notes on individual bands.

5.35 Spanish Territories

Fs Spanish African Territories, EG, (1962). 43 frames, color, captioned, script, (Continent of Africa: Countries of Moslem Africa Series - 159J). $6.00

37 photos, 2 maps and 4 full captions. Divided into Spanish West Africa (11), Spanish Sahara (11) and Spanish Guinea (15). Topics include: people, topography, economic activities and products. Captions: explain frames. Full captions: review (3) and summary (1).

6.00 EAST AFRICA

6.10 GENERAL

6.11 Overview

W Carpenter, Frances, The Story of East Africa. Wichita: McCromick-Mathers Publishing Company, Inc., 1967. Paper. $1.32

A survey of Uganda, Kenya and Tanzania in story form that deals with the land, peoples, cities, animal life, religion, magic, arts and independence; many photographs; several maps and charts; a timeline, glossary and index. 140 pp. (Reading level: 6-9)

W Hickman, G.M. and W. H. G. Dickins, The Lands and Peoples of East Africa, A School Certificate Geography. London: Longman's, Green and Company, Ltd., 1965. Hardcover. 15s

An introduction to the geography of East Africa that focuses on selected problems and then on various regions--the coast, plateaus, highlands--and various resources; includes a number of photographs and over 70 maps, charts, drawings and tables; end of chapter problems; glossary; prepared for African secondary schools and teacher training institutions; index. 232 pp.

F East Africa: Tropical Highlands, McG-H, (1966). color, narration, 15 min.

A survey of the physical features of the nations of East Africa pointing out the great variations in topography and how these result in economic differences. Social contrasts are pointed up by a short study of Nairobi and the Masai. Excellent maps. Teachers guide.

Fs East Africa, EAV, (n.d.). 43 frames, b/w, non-captioned, script. $3.75

39 photos and 4 maps Provides a general overview of three countries: Uganda (12), Kenya (13), Tanganyika and Zanzibar (14). Topics include: topography, products, resources, urban centers. Script provides a descriptive paragraph for each frame. Produced in England.

Fs East Africa, McG-H, (1967). 36 frames, color, captioned, script. $8.50

31 photos, 2 maps, one drawing and 2 full captions. Introduction--highlands and climate (6), coastal-Inland and southern East Africa (9), major activities of Highlands (17). Conclusion: training and modern development (4). Captions: statements and questions.

Fs East Africa--Land of Contrast, EG, (1965). 46 frames, color, captioned, script, (Continent of Africa: East Africa--Land of Safaris Series - 146C). $6.00

42 photos and 4 maps. Terrain (with emphasis on Mt. Kenya, Kilimanjaro and Great Rift Valley) (10), modern structures (5), vegetation and animal life (11), people and farming (16). Captions: explaining frames.

Fs East Africa: A Regional Survey, CG, (1956). 26 frames, color, non-captioned, script. $2.50

26 photos. Divided into three sections: coastal settlements, water transportation, and products (7); plateau-village markets, terrain, products (12); Development: economic (3), political and educational (3), transportation (1). Script provides title and paragraph for each frame.

Fs The East African Coast, BUDEK, (1964). 34 frames, color, non-captioned, script. $6.00

34 photos. General movement from north to south along the east coast of Africa depicting the various characteristics of the East African Coast. Arab Africa (10) showing the modern harbors, villages, ancient ruins, Suez Canal. Africa south of the Sahara (24) showing harbor and street scenes from Zanzibar, Dar-es Salaam and Tanganyika, former Colonial structures and coastal plain of Mozambique. Script: introduction and descriptive paragraph for each frame.

Fs The East African Coast, SB, (1964). 28 frames, color, captioned. $3.00

25 photos and 3 full captions. Emphasis on man-made structures. Arab and European influences (10), villages (4), rivers and irrigation (6), ports and canal (5). Captions: statements explaining frames. Full captions: history and description.

FsR Eastern Highlands, SVE, (1965). 63 frames, color, non-captioned, script, record, (Africa, The Land of Developing Countries Series - A-289-2R).

52 photos, 6 maps and 5 full captions. Record (20 min.). Location, size and physical features (9), agriculture and industry (9), people and how they live (17), transportation (5), animals of Eastern Highlands (5), important cities (11). Script follows record. Part of a six filmstrip series costing $39.75.

Fs East and Southeast Africa, BUDEK, (1964). 43 frames, color, non-captioned script. (also available in slides). $6.00

Filmstrip and script divided into the following categories: The land (7), vegetation (7), soils and soil erosion (7), economic activities (9), religion and early settlements (4), architecture and settlements (5), roads and transportation (4). Countries and people not identified. General overview of the regions indicated. Script provides title and descriptive paragraph for each frame.

Fs East and Southeast Africa, SB, (1964). 29 frames, color, captioned. $3.00

29 photos. Topography and vegetation (11), farming (6), local markets (3), housing and villages (4), transportation (4), fishing (1). Captions: explain frames.

Fs Journey Down the Nile, , CG, (1962). 30 frames, color, non-captioned, script. $7.50

28 photos, one map and one drawing. From Owens Dam to Alexandria Harbor, depicting characteristics of the river and the village people and economic activities along the River. Script provides title and paragraph for each frame.

Fs Life Along the Nile, EBF, (1961). 40 frames, color, captioned, $6.00

29 photos, 2 maps and 9 full captions. Traces the Nile River from its source near Lake Victoria to Cairo depicting the countries, people and their major economic activities. Uganda (6), Ethiopia (3), Khartoum (2) and Egypt (18). Captions: statements explaining frames. Two full captions for summary.

Fs Living In Eastern and Southern Africa, SVE, (n.d.). 66 frames, color, captioned. $6.00

50 photos, 7 maps and 9 full captions. Natural environment (8), agriculture and agricultural products (16), mining (11), transportation (5), cities and villages (10). Captions explaining frames. Full captions: question for discussion.

Fs The Region: Tanganyika, Kenya, Uganda. EBF, (1952). 51 frames, color, captioned. $6.00

38 photos, 2 maps and 11 full captions. Emphasis given to highland and coastal regions. Major emphasis on terrain. Physical terrain (21), urban centers and capitals (10), shipping (Dhows) (7). Captions: statements explaining frames. Full captions: introduction and summary questions.

S East Africa, EAV. 30 slides, color.

27 photos and 3 maps. General overview of the region. Terrain and vegetation (5), people (2), government (3), farming (7), transportation (3), animals (3), markets and settlements (4). No script or captions to identify content of frame or region. Two maps not identified.

S East and Southeast Africa, BUDEK. 43 slides, color. $20.00

Overview of East and Southeast Africa. Terrain and vegetation (15), animals (2), farming (9), people (5), cultural history (3), housing (5), transportation (4). No script or captions to identify slides.

C The East Africa Common Market, NEWSWEEK. Single sheet 30" x 45"

Consists of two maps: large map of the continent of Africa with all the countries of Africa with the nations comprising the East Africa Common Market identified. Smaller map showing just the countries in the Common Market and their major products. Notes on the development of economic cooperation and the formation of the Common Market (Newsweek Map of the Month for January, 1968). Accompanying spirit master with map of Africa and map research and discussion questions.

6.12 People

W Cook, David, ed., Origin East Africa. New York: Humanities Press, Inc., 1967. Paper. $1.00

An anthology of stories, plays and poems by East Africans, a Nigerian, an American and a Briton on a variety of themes of contemporary importance.

Fs East Africa: People, Crops, Cattle. CG, (1956). 25 frames, color, non-captioned, script. $7.50

25 photos. Buganda, Masai and Bahima tribes and their housing (9), agriculture and agricultural products (6), economic activities (5), people (5). Script provides title and paragraph for each frame.

Fs Native Tribes, (Tanganyika - Kenya - Uganda), EBF, (1952). 52 frames, color, captioned. $6.00

42 photos, 2 maps and 8 full captions. Deals with the Masai and Sonyo tribes. Masai: economic life (9), rituals and traditions (10), geographic setting (8). Sonyo: customs, daily activities, rituals (12), and geographic setting including terrain and housing (3). Captions: statements explaining frames. Full captions: introduction, review, and summary questions.

R Bantu Music of British East Africa, (KL 213), COLUMBIA, 8 bands, script. $5.98

Side 1: 5 bands. Side 2: 3 bands. Collection of the variety of music found in East Africa among the various Bantu groups and the type of instrument used. Music is vocal and instrumental. Script: introduction and notes on each band with reference to the individual instruments used.

R Songs of the Watutsi, (FE4428), FOLKWAYS. 12 bands, script. $6.79

Side 1: 6 bands. Side 2: 6 bands. Vocal and instrumental music of the Watutsi of Ruanda. Script: background material with notes on individual bands.

R Swahili, WORLD. Script. $2.45

Five 7" records, part of the World Foreign Language Series, giving English and Swahili pronunciation of general expressions and vocabulary. Script: 24 page English-Swahili dictionary.

T Drums of East Africa, (M51), WTE. Approximately 21 min. $2.75

Discussion of various types of drums, their construction and use by tribes from Tanganyika, Uganda and Kenya. Good description of instrument with follow-up selection to illustrate the selections recorded.

T Tribal Music of East Africa (No. 52), WTE. 25 min. $2.75

Thirteen selections of music from the various tribal groups in Kenya. Narrator discusses the story of the music, the key instruments, the tribe and the influence of European colonization on the music. Primarily vocal selections.

6.13 Flora and Fauna

Fs All About Ostriches, EG, (1965). 41 frames, color, captioned, script, (Continent of Africa: East Africa--Land of Safaris Series - 146F). $6.00

41 photos,. 35 frames on ostrich with a sequence of 14 shots showing an ostrich egg hatching. Terrain (3) and use of ostrich feathers (3). Captions: statements explaining frames.

Fs Animals and Birds (Tanganyika - Kenya - Uganda), EBF, (1952). 54 frames, color, captioned. $6.00

43 photos, 2 maps and 9 full captions. 28 frames are close-ups of animals, 12 provide view of animals with landscape and 2 are concerned with the physical terrain of the region. Captions: statements and questions explaining frames. Full captions: introduction, review and summary.

Fs Museum Collecting Safari -I (Birds), EG, (1965). 41 frames, color, captioned, script. (Continent of Africa: East Africa--Land of Safaris Series - 146D). $6.00

41 photos. Major emphasis on expedition and procedures used to gather birds. Terrain and vegetation (7), animals (19), expedition procedures (15). Captions: statements explaining frames.

Fs Museum Collecting Safari -II (Insects, Plants, Reptiles), EG, (1965). 47 frames, color, captioned, script, (Continent of Africa: East Africa--Land of Safaris Series - 146E) $6.00

47 photos. Collection of specimen (22), insects of East Africa (13), plant life (11), terrain (1). Captions: statements explaining frames.

Fs Organizing a Museum Expedition, EG, (1965). 38 frames, color, captioned, script. (Continent of Africa: East Africa--Land of Safaris Series - 146A). $6.00

38 photos. All frames are concerned with the preparations required for a field trip to East Africa by an ornithologist. Emphasizes equipment, administrative procedures and personal needs required for trip. Pictures taken in U.S.A. and of personnel involved. Captions: statements explaining frames.

Fs Plants & Flowers (Tanganyika - Kenya - Uganda), EBF, (1952). 47 frames, color, captioned. $6.00

39 photos, 2 maps and 6 full captions. 26 frames depict the individual plants and flowers found in the region. 4 frames depict the physical terrain and climate and 9 frames are utilized to illustrate the flora of the region in the context of the landscape. Captions: statements explaining frames. Full captions: introduction, review and summary questions.

Fs Safari to East Africa, EG, (1956). 46 frames, color, captioned, script, (Continent of Africa: East Africa--Land of Safaris Series 146B). $6.00

42 photos, 4 maps. Major emphasis on areas visited on way to East Africa. Trip to Africa (35) showing major American and European cities. Africa (7) showing arrival in Africa and city of Nairobi. Captions: statements explaining frames.

Fs Treetop Adventure, EG, (1965). 36 frames, color, captioned, script, (Continent of Africa: East Africa--Land of Safaris Series - 146I). $6.00

36 photos. Photos of animal life in East Africa from "Treetop" position. Treetop area and countryside (10), explanation of Treetop (4), animals as seen from Treetop (22). Captions: statements explaining frames.

6.20 COUNTRIES OF EAST AFRICA

6.21 Ethiopia

Fs Ethiopia, SB, (n.d.). 26 frames, color, captioned. $3.00

22 photos, one map and 3 full captions. History (3), religion (2), topography (3), agriculture and agricultural products (6), city of Addis Ababa and villages (5), people (2), fishing (1). Full captions: information on topography, climate and history. Other captions: statements explaining frames.

Fs Ethiopia and Eritrea, EG, (1962). 47 frames, color, captioned, script. (Continent of Africa: Countries of Moslem Africa Series - 159C). $6.00

43 photos, 2 maps and 2 full captions. Major emphasis on Ethiopia (40), Addis Ababa (14), population and composition (8), education (7), agriculture and agricultural products (5), topography (4), and transportation; Eritrea (3). Capital and products. Captions: statements explaining frames. Full captions: review and questions.

R Amharic, WORLD. Script. $2.45

Five 7" records, part of the World Foreign Language Series giving English and Amharic pronunciation of general expressions and vocabulary. 23 page English-Amharic dictionary.

R Folk Music of Ethiopia (FE4405), FOLKWAYS, 11 bands, script. $6.79

Side 1: 6 bands. Side 2: 5 bands
Vocal and instrumental music which samples the diverse music of the various ethnic groups of Ethiopia. Script: background materials and notes on each band.

R Religious Music of the Falashas (FE4442), FOLKWAYS. 7 bands, script. $6.79

Side 1: 4 bands. Side 2: 3 bands.
Jewish religious prayer songs of the Falahas of Ethiopia commerating religious holidays such as Passover, New Years, etc. Primarily vocal. Script: background notes and explanation.

6.22 Eritrea

Fs Eritrea--The African Votes, VEC, (n.d). 22 frames, b/w, captioned, script. $4.00

17 photos, 2 maps and 3 full captions. Preparation and election of a new representative assembly by the people. Maps and captions deal with history (4). Captions: statements explaining frames. Full captions on vocabulary.

6.23 Kenya

W Gatheru, R. Mugo, Child of Two Worlds. Garden City: Doubleday and Company, Inc., 1965. Paper. $1.25

An autobiographical account by a Kikuyu who grew up in Kenya prior to World War II, secured an education against tremendous odds, went to Nairobi to seek success (where he was a victim of British racial discrimination) and from there went to India, Britain and the United States to complete his education. Excellent insight into traditional Kikuyu life and the problems of living under colonial rule. 222 pp.

W Kenworthy, Leonard S., Profile of Kenya. Garden City: Doubleday & Company, Inc., 1963. Hardcover. $3.25

A description of Kenya touching on all aspects of life in this country; large, clear, black and white photographs; index. 128 pp. (Reading level: 6-9)

W Ngugi, James, The River Between. New York: Humanities Press, Inc., 1967. Paper. $1.00

This is a novel about the conflicts between two groups of Kikuyu--the Christians and those struggling to adhere to traditional tribal religion and customs. Customs cherished by the tribe are condemned by the Christians. This is an excellent examination of Kikuyu life, customs and legends.

W Ngugi, James, Weep Not, Child. New York: Humanities Press, Inc., 1966. Paper. $1.00

This is a tragic tale of an African family in modern Kenya and reflects the turmoil in the African community fed by the desire to retake their land from the Whites. This depicts not only traditional life but also some of the factors that led to the Mau Mau uprisings. Written in 1964. 154 pp.

F Kenya--Multi-racial Experiment, McG-H, (1967). color, narration, 18 min.

A survey of the impact of the slave trade on West Africa focusing on life in Dahomey today and current events in Kenya. Includes the background of the coming of whites and Asians to Kenya and current efforts of the government to redistribute property and land among its peoples. Suggests the conflict existing between Kenya's economic interests and its nationalistic desires. (ABC - Africa)

Fs Kenya: Industries and Products, EG, (1962). 41 frames, color, captioned, script, (Continent of Africa: East Africa Series - 154B). $6.00

38 photos and 3 full captions. Major emphasis on agriculture: farming (11), grazing (5), products (domestic consumption and export) (23). Captions: statements explaining frames. Full captions: review (2) and summary (1).

Fs Kenya: Land and People, EG, (1962). 48 frames, color, captioned, script, (Continent of Africa: East Africa Series - 154A). $6.00

44 photos, one map and 3 full captions. Terrain and vegetation (12), modes of transportation and transportation links (9), people (13), wild animals (10). Captions: statements explaining frames. Full captions: review (2) and summary (1).

Fs Kenya: Principal Cities, EG, (1962). 43 frames, color, captioned, script. (Continent of Africa: East Africa Series - 154C). $6.00

40 photos and 3 full captions. Nairobi: functions and buildings (10), Mombasa: history, buildings and their functions (10), port facilities (8). Nakuru: buildings and surrounding countryside (9). Kisumu: housing (native and European) (3). Captions: statements explaining frames. Full captions: review (2) and summary (1).

Fs The Kenya Highlands, SB, (1962). 20 frames, color, captioned. $3.00

18 photos, one map and one full caption. Pre-independence. Nairobi (3), Mau-Mau country and internment camp (5), European settlements and farms (9), local settlements (3). Captions: statements explaining frames. Full captions: description of highlands.

Fs Highlands of Kenya, EBF, (1961). 43 frames, color, captioned. $6.00

33 photos, 2 maps and 8 full captions. Climate and vegetation (3), Kikuyu farmers (5), Masai (6), wild animals (3), impact of modernity or modernization (11), Nairobi (5). Captions: statements explaining frames. Full captions: introduction and summary.

Fs Nairobi to Nakuru, EG, (1965). 48 frames, color, captioned, script, (Continent of Africa: East Africa--Land of Safaris Series - 146G). $6.00

48 photos. Depicts a trip from Nairobi to Nakuru. Nairobi (2), Nakuru (2). Kikuyu--daily activities, dress and economic activities as seen along the road to Nakuru (27), Lake Nakuru and flamingos (17). Captions: statements explaining frames.

Fs Profile of Kenya, SFS, (1962). 50 frames, color, non-captioned. Script. $6.00

47 photos and 3 maps. General overview of the country. Divided into Kenya and its Past (5), the land (7), the people (5), types of houses (3), cities (2), earning a living and products (5), markets and factories (5), transportation (7), schools (3), religion (3), government (3), fun and beauty (5). Script provides frame-by-frame description and suggestions on the use of the filmstrips.

FsR How People Live in Kano, Nigeria and Nairobi, Kenya, SVE, (1966). 53 frames, color, non-captioned, script, record (13 min.). $9.50

45 photos, 3 maps, 2 drawings and 3 full captions. Film and narration by students in Kano and Nairobi: Band I (2 min) introduction (5), Band II (5 min.) Kano--general characteristics of the land and people (23). Band III (6 min.) Nairobi--emphasis on modern buildings, schools, churches (25). History of both cities included. Script: follows record. Also available without record.

P Living in Kenya, SILVER BURDETT, (1966). color, script. $10.80

12 photos and text. Pictures can be grouped into the following general categories: animals (3), social and economic activities (15), families (4). Script: Teacher's manual providing introduction, lesson for each picture and references.

R Songs from Kenya, (FW8716), FOLKWAYS, 8 bands, script. $5.76

Side 1: 4 bands. Side 2: 4 bands. Contemporary music from Kenya sung by the David Nzomo Trio. Script: Facsimile of the sheet music used.

T Kenya, An Emerging Nation, (P127), WASHINGTON, (1966). $10.00

An interview with the Ambassador of Kenya. Topics discussed: independence, political parties and leadership, tribal and national loyalty, economic development, European settlers and their role in Kenya, positive and negative aspects of Colonialism, the Cold War.

6.24 Malagasy

Fs Madagascar, DON BOSCO, 43 frames, color, non-captioned, script. $6.00

Provides "tour" of Madagascar showing the major cities, people and their activities, markets and products. Cities (8), markets and villages (8), people (9), products (7), transportation (2), terrain (2). Script: descriptive paragraph for each frame.

Fs Malagasy Republic, EG, (1962). 43 frames, color, captioned, script, (Continent of Africa: East Africa Series - 154D). $6.00

40 photos, one map and 2 full captions. General overview of the country: terrain, vegetation and climate (9), resources (7), transportation (5), farming (8), people (8), city of Malagasy (3). Captions: statements explaining frames. Full captions: review (1) and summary (10).

6.25 Malawi

R Music Malawi-1962 (Nyasaland), OPERATION CROSSROADS AFRICA, 15 bands, script. $3.00

Side 1: 7 bands. Side 2: 8 bands. Music recorded at a secondary school in Nyasaland. Songs refer primarily to political events and significant events. Script: notes on individual bands.

6.26 Somalia

Fs Central African Republic, Republic of Chad and Somali Republic, EG, (1962). 55 frames, color, b/w, captioned, script, (Continent of Africa: Countries of Moslem Africa Series - 159B). $6.00

49 photos, 3 maps and 3 full caption frames. General overview of the three countries dealing with topography, people, agricultural and industrial activities, transportation and urban centers. Chad (19), Central African Republic (14), Somali (16). Somali is in black and white. Captions: statements explain frames. Full captions: questions.

Fs Somalia, BUDEK, (1962). 49 frames, color, captioned, script. $6.00

45 photos, 3 full captions and one map. General overview of the country of Somalia. Filmstrip divided into following categories: introduction (3), the capital (6), Nomadism (3), daily life (7), building and industry (6), veterinary services (3), provincial towns (15), old and new problems (3). Captions: statements explaining frames. Full captions: introduction and supplement (3).

6.27 Sudan

Fs Nile Basin--Sudan, EAV, (n.d.). 36 frames, b/w, non-captioned, script. $3.75

32 photos and 4 maps. Agriculture and agricultural products (12), markets (2), animals (2), fishing (4), transportation (7), activities of the people (5). Script provides descriptive paragraph for each frame. Produced in England.

Fs The Republic of Sudan, EG, (1965). 47 frames, color, captioned, script, (Continent of Africa: Countries of Moslem Africa Series - 1591). $6.00

44 photos, one map and 2 full captions. General overview of the country: people (12), terrain and vegetation (9), economic activities and products (10), urban centers (7), education and transportation. Captions: explain frames. Full captions: review (1) and summary (1).

6.28 Tanzania (see also Zanzibar)

W Kaula, Edna Mason, The Land and People of Tanganyika. Philadelphia: J.B. Lippincott Company, 1963. Hardcover. $2.93

A description of the geography, peoples, customs, wildlife, history and current conditions in Tanganyika and Zanzibar; photographs; index. 160 pp. (Reading level: 9-12)

Fs A Lion Hunt (Tanganyika), EG, (1965). 38 frames, color, captioned, script, (Continent of Africa: East Africa--Land of Safaris Series - 146J). $6.00

38 photos. Depicts a hunting expedition by white hunters in Tanganyika: the hunt (30--seven of which show a taxidermist plying his trade), other animals of the region (3), the Masai (5). Captions: statements explaining frames.

Fs Tanganyika, CG, (1964). 30 frames, color, non-captioned, script. $7.50

28 photos and 2 maps. Divided into Coastal and Plateau regions. Dealing with settlements, topography, products and people: coastal region (7), plateau (21). (plateau subdivided into East Mountain Belt, Volcanic country, savanna grasslands, savanna woodlands and sukumaland.). Script provides titles and paragraphs for each frame.

Fs Tanganyika--Indudtries, Products, Cities, EG, (1962). 41 frames, color, captioned, script, (Continent of Africa: East Africa Series - 154F). $6.00

38 photos and 3 full captions. Agricultural products (13), mining (4), Dar-es-Salaam (functions, people, buildings and products) (18), seaport of Tanga (1), animals (2). Captions: statements explaining frames. Full captions: review (2) and summary (1).

Fs Tanganyika--Land and People, EG, (1962). 46 frames, color, captioned, script, (Continent of Africa: East Africa Series - 154E). $6.00

42 photos, one map and 3 full captions. Terrain and vegetation (11), transportation (3), animals (8), people (ethnic composition and education) (20). Captions: statements explaining frames. Full caption: review (2) and summary (1).

P Savannah Grasslands, PICTORIAL CHARTS EDUCATIONAL TRUST. Single sheet, color, 30" x 40". $2.00

Economic and physical characteristics of savannah grasslands using Tanganyika as the focal point.

T Folk Songs of Tanganyika, (#173), WTE, 10 min. $2.75

Songs from the various tribes found in Tanganyika with limited statements concerning the tribal group singing. Quality of tape is fair.

T Music of Tanganyika, (#106), WTE. 20 min. $2.75

Six musical selections. Discussion of the types of music, instruments, performers and tribes from the various sections of Tanganyika. Major emphasis on the Haya tribe of northwest Tanganyika in which variety of music is most evident.

6.29 Uganda

W Beattie, John, Bunyoro, An African Kingdom. New York: Holt, Rinehart and Winston, Inc., 1960/1964. Paper. $1.50

An historical and functional analysis of the development, government, kinship system and principles of conflict resolution of the Nyoro of Uganda; descriptive and interpretive; brief list of suggested readings; no index. 86 pp. (Reading level: 12)

W Middleton, John, The Lugbara of Uganda. New York: Holt, Rinehart and Winston, 1965. Paper. $1.50

A detailed presentation of the habitat, social structure, social customs, political institutions and religion of the Lugbara of Uganda; includes both description and interpretation; short glossary and list of suggested readings; no index. 96 pp. (Reading level: 12)

T Ghana and Uganda, WTE, (n.d.). 25 min. $2.75

An interview with nationalists from Ghana and Ugnada discussing the social, economic and political problems facing independent Ghana and soon-to-be independent Uganda.

Fs Safari to Murchison Falls (Uganda), EG, (1965). 46 frames, color, captioned, script, (Continent of Africa: East Africa--Land of Safaris Series - 146H). $6.00

44 photos and 2 maps. Terrain and animals of Murchison Park (30), Lake Victoria (3), Dams, hydro-electric and related activities (11). Captions: statements explaining frames.

Fs Uganda--Industries, Products and Cities, EG, (1962). 41 frames, color, captioned, script, (Continent of Africa: East Africa Series - 154H). $6.00

39 photos and 2 full captions. Agricultural products (10), mining (4), factories (4), ranching (3), cities: Kampala (9), Jinja (9). Captions: statements explaining frames. Full captions: review (1) and summary (1).

Fs Uganda--Land and People, EG, (1962). 46 frames, color, captioned, script, (Continent of Africa: East Africa Series - 154G). $6.00

42 photos, one map and 3 full captions. Terrain and vegetation (14), transportation (5), housing and people (10). Game parks: (5) and Queen Elizabeth Park (8). Captions: statements explaining frames. Full captions: review (2) and summary (1).

6.30 Zanzibar (see also Tanzania)

Fs Zanzibar, EG, (1962). 45 frames, color, captioned, script, (Continent of Africa: East Africa Series - 1541). $6.00

42 photos, one map and 2 full captions. History (5), people (ethnic composition, occupations) (15), resources (10), features of the city (7). Captions: statements explaining frames. Full captions: review and summary.

Fs Zanzibar Protectorate, EG, (1962). 46 frames, color, captioned, script, (Continent of Africa--Historic Cities of Africa Series - 1581) $6.00

43 photos, one map and 2 full captions. Location and history (4), buildings and streets (11), Arabs (6), Indians (6), Europeans (2), Industries and products (14). Captions: statements explaining frames. Full captions: review and summary.

7.00 CENTRAL AFRICA

7.10 GENERAL

7.11 Overview

W Coughlan, Robert, Tropical Africa, (Life World Library). New York: Time Incorporated, 1966. Hardcover. $3.95

A survey, with many photographs and maps, of the land, peoples, art, history and current problems of tropical Africa; appendix includes a list of historical dates, suggestions for further reading and a table of information on each political unit; index. 176 pp. (Reading level: 9-12)

W Kachingwe, Aubrey, No Easy Task, New York: Humanities Press, Inc., 1966. Paper. 233 pp. $1.50

This is a story of life in a city and the political events leading up to the independence of a central African nation. It points up the nature of city life and the social, economic and political discrimination prevelant there. It also describes the African relation with the colonials.

F Central Africa, McG-H, (1967). color, narration, 20 min.

Focuses on Portuguese Africa, the revolts in Angola and the resultant refugee problems, Portuguese domination of the Africans; on Rhodesia and its racial policies; on the Congo's mineral wealth, its economic problems, its political upheavals, life along the Congo River. (ABC - Africa).

FL Africa -- Tropical Products, GATEWAY color, script. 8 mm. 4 min. $13.00

Depicts the harvesting of eight cash crops grown in tropical Africa: tea, sisal, coffee, sugar cane, cotton, pyrethrum, pineapples, and cocoa. Mining and smelting of coffee also shown.

FL Herdsmen of Central Africa: Cattle Drive Across the Niger, EALING, color, 8 mm, cartridged, super 8, 4 min. $21.50

An abbreviated version of a Julien Bryan film on the Peul peoples stressing the importance of community ties.

Fs Central Africa, EAV, (n.d.). 44 frames, b/w, non-captioned, script. $3.75

40 photos and 4 maps. Land and people: topography (3), daily activities of people (12), transportation (3), cities and ports (2), resources, production and preparation of agricultural products (15), mineral resources (5). Script provides paragraph description of each frame. Produced in England.

Fs Central Africa and World Affairs, CAF, (1965). 44 frames b/w, captioned. $4.00

27 photos, 7 maps, 4 drawings, one chart and 5 full captions. Political turmoil and change (10), economic problems (6), political instability (6), relations with British Commonwealth (13), with United Nations (3), self-help programs (3), summary (1) and question (1). Captions: statements explaining and supplementing frames.

S Sudan and Equatorial Africa, (Gumpert of Sweden), EAV. 31 slides, color. $10.85

27 photos and 4 maps. General overview of the terrain (4), people (5), products (5), animals (5), buildings (3), transportation (2), economic activities (3). No script or captions to identify contents of slide or regions. Two maps not identified.

TR Central Africa, HAMMOND. color, script. $5.75

Maps of Central Africa. Four transparencies: base map with rivers and political boundaries, physical features, place names. Clear plastic for writing. Used in combination only. Plastic frames provided with registration marks for alignment. Notes to teacher deal with mechanics of using transparencies.

R Music of Equatorial Africa, (FE4402), FOLKWAYS. 16 bands, script. $6.79

Side 1: 8 bands. Side 2: 8 bands. Vocal and instrumental music recorded in 1946 in French Equatorial Africa. Script: Introduction with notes on individual bands.

T Introduction to Central Africa, WASHINGTON, D.C.: U.S. DEPARTMENT OF STATE, (n.d.). 28 min.

The Director of the U.S. State Department Office of Central African Affairs, James O'Sullivan, presents a briefing on the peoples, resources and problems of the nations in Central Africa.

7.20 COUNTRIES

7.21 Central African Republic

F Central African Republic, (People of Africa Series), UNITED WORLD, (1967). b/w, narration, 20 min.

1 Concerned primarily with economic activities of country. Emphasis placed on production of raw materials, markets, and economic growth. Major products and problems of conservation included.

Fs Central African Republic, Republic of Chad and Somali Republic, EG, (1962). 55 frames, color, b/w, captioned, script, (Continent of Africa: Countries of Moslem Africa Series - 159B). $6.00

49 photos, 3 maps and 3 full-caption frames. General overview of the three countries dealing with topography, people, agricultural and industrial activities, transportation and urban centers. Chad (19), Central African Republic (14), Somali (16). Somali is in black and white. Captions: statements explain frames. Full captions: questions.

7.22 Chad

F The Republic of Chad (People of Africa Series), UNITED WORLD, (1967). b/w, narration, 20 min.

Points out the unfavorable terrain and climate of Chad. Emphasis placed on utilization of limited resources e.g.: cotton, cattle, salt, fishing. Economic activities of the various people and regions of Chad.

Fs Central African Republic, Republic of Chad and Somali Republic, EG, (1962). 55 frames, color, b/w, captioned, script, (Continent of Africa: Countries of Moslem Africa Series - 159B). $6.00

49 photos, 3 maps and 3 full-caption frames. General overview of the three countries dealing with topography, people, agricultural and industrial activities, transportation and urban centers. Chad (19), Central African Republic (14), Somali (16). Somali is in black and white. Captions: statements explain frames. Full captions: questions.

R Music of Chad (FE4337), FOLKWAYS. 13 bands, script. $6.79

Side 1: 6 bands. Side 2: 7 bands. Features the various instrumental and dance music of the people of Chad Script: short introduction with notes on individual bands.

7.23 The Congo Basin

Fs The African Village Near the Equator, CF, (1957). 29 frames, color, captioned. $6.00

25 photos, one map and 3 full captions: location of village (2), types of houses (5), daily activities (18). Captions: statements explaining frames. Full captions: notes to teacher, vocabulary and summary questions.

FsR The Congo Basin, SVE, (1965). 65 frames, color, non-captioned, script, record, (Africa, The Land of Developing Countries Series - A-289-4R).

54 photos, 6 maps and 5 full captions. Record (19 min.). Location, size and physical features (8), agriculture and industry (17), people and how they live (9), crafts (7), transportation (5), important cities (12). Script follows record. Full caption: review questions and map study exercise. (Part of a series costing $39.75)

Fs The Copper Belt of Central Africa, CG, (1959). 27 frames, color, non-captioned, script. $8.50

26 photos and one map. Terrain and vegetation (2), mining activities (10), types of housing and settlements (8), social services (4), transportation (2). Script provides title and paragraph on each frame.

Fs Life Along the Congo River, EBF, (1961). 40 frames, color, captioned. $6.00

30 photos, 3 maps and 7 full captions. Major emphasis on village life along Congo. Village life and village farming (9), village markets (6), modern changes (6), transportation - river and land (9). Captions: statements explaining frames. Full captions: introduction and summary.

Fs Living in Central Africa (Belgian Congo & Guinea Coast), SVE, 60 frames, color, captioned. $6.00

45 photos, 8 maps and 7 full captions. General overview of the two regions. Congo tribes and housing (5), transportation (8), and resources (4). Guinea Coast: Dakar and Accra (7), housing (2), transportation (6), economic activities (4), vegetation (4), rubber plantation (5). Captions: statements explaining frames. Full captions: questions for discussion.

C Equatorial Forest Regions: Regions of the World, PICTORIAL CHARTS. single sheet, color, 30" x 40". $2.00

Large map of the Congo Basin. Compares primitive and advanced economies found in the forest regions, shows the seasonal work cycle of the people and the physical conditions found in forest regions.

7.24 Democratic Republic of the Congo (K)

Fs Leopoldville--Republic of the Congo, EG, (1962). 45 frames, color, captioned, script, (Continent of Africa: Historic Cities of Africa Series - 158E). $6.00

43 photos, one map and 2 full captions. History of (5), Congo River (4), population (1), modern structures (4), transportation (9), education and religion (6), port (1), recreational facilities (10) and industries and commerce (3). Captions: statements explaining frames. Full captions: review (2) and summary (1).

Fs The Republic of the Congo: Cities, EG, (1962). 45 frames, color, captioned, script, (Continent of Africa: Countries of the Congo Basin Series - 155G). $6.00

43 photos, and 2 full captions. Emphasis on key cities of the Congo dealing with major functions, buildings and surrounding area. Leopoldville (23), Elizabethville, Stanleyville, Bukavu and Luluabourg (15) and Albert National Park (5). Captions: statements explaining frames. Full captions: review and summary.

Fs The Republic of the Congo: The Land, EG, (1962). 45 frames, color, captioned, script, (Continent of Africa: Countries of the Congo Basin Series - 155E). $6.00

44 photos, one map and 2 full captions. Topics: History (8), terrain, vegetation and animals (15), transportation (12), native agriculture and rural areas (9). Captions: statements explaining frames. Full captions: review (1) and summary questions (1).

Fs The Republic of the Congo: The People, EG, (1962). 49 frames, color, captioned, script, (Continent of Africa: Countries of the Congo Basin Series - 155F). $6.00

47 photos and 2 full captions. Basic tribal groups, the traditional society and the influence of modernity. Tribal groups (3), modern influences (11), traditional society (customs, dress, markets and staple foods) (17), and education and art (16). Captions: statements explaining frames. Full captions: review (1) and summary questions (1).

Fs Twin Cities of the Congo, VEC. 38 frames, color, captioned, $4.00 (in color $6.00)

35 photos, one map and 2 full captions. Emphasis on modern aspects of Brazzaville: modern buildings and industrial structures (9), and markets (5), Leopoldville: Riverport facilities (2), modern structures -- hotels, monuments, housing projects (11), markets (5). Captions: statements explaining frames.

R Bushman Music and Pygmy Music, PEABODY MUSEUM. 10 bands. script, $6.79

Side 1: 6 bands. Side 2: 4 bands. Bands consist of Bushman and Pygmy songs. Selecting feature music sung by men, women, children and mixed chorus. Script: Notes on the music of Bushmen and comparison to that of the Babinga Pygmies.

R The Face of Africa, (TW91204), LONDON, script, 8 bands. $3.19

Side 1: 6 bands. Side 2: 2 bands. Presents the tribal music of the Belgian Congo. Features drums and musical instruments with selections on Congolese xylophones. Seven of the bands were recorded in Katanga Province of the Congo. Script provides notes on individual bands.

R Folk Music of the Western Congo, (FE 4427), FOLKWAYS, 15 bands, script. $6.79

Side 1: 6 bands. Side 2: 9 bands. Vocal and instrumental music of the Bantu from the Western part of the Congo region. Script: introduction and notes on individual bands.

R Missa Luba, (PC206M), PHILLIPS. 13 bands, script. $4.90

Side 1: 7 bands (15:35 min.). Side 2: 13:40 min). Combination of traditional Congolese songs and Christian hymns sung by the Les Troubadours du Roi Baudowin. The Christian hymns are sung in Congolese fashion showing a fusion of Christian hymns with native music. Script provides general introduction and comments. No notes on individual bands.

R Music of the Ituri Forest, (FE4482), FOLKWAYS. 20 bands, script. $6.79

Side 1: 10 bands. Side 2: 10 bands. Vocal and instrumental music of the BaMbuti Pygmy and more recently settled tribes of the Congo region. Songs from the BaNdaka, NaNgwara and BaMbuti tribes included. Script: background material and notes on individual bands.

R The Pygmies of the Ituri Forest, (FE4457), FOLKWAYS. 21 bands, script. $6.79

Side 1: 10 bands. Side 2: 11 bands. Vocal and instrumental music of the BaMbuti of the Ituri Forest of the Congo Region. Script: Introduction with notes on individual bands.

R The Topoke People of the Congo, (FE4477), FOLKWAYS, (1959). 14 bands, script. $6.79

Side 1: 7 bands. Side 2: 7 bands. Vocal and instrumental music of the Topoke tribe of the Equatorial forest of the Congo. Script: background material with notes on individual bands.

7.25 Gabon

Fs Gabon Republic, EG, (1962). 46 frames, color, captioned, script. (Continent of Africa: Countries of the Congo Basin Series - 155I). $6.00

43 photos, one map and 2 full captions. General overview of the country. Terrain, vegetation and climate (8), tribal groups and education (9), natural resources and agricultural products (9), forestry (5) and transportation (2). Emphasis on Libreville (people, facilities and products) (10). Captions: statements explaining frames. Full captions: review and summary questions.

7.26 Republic of the Congo

Fs The Congo Republic, EG, (1962). 44 frames, color, captioned, script, (Continent of Africa: Countries of the Congo Basin Series - 155D). $6.00

41 photos, one map and 2 full captions. General characteristics of the country with an emphasis on Brazzaville (14), terrain and animals (11), agriculture and agricultural products (7), transportation (5) and people (4). Brazzaville frames deal with buildings, people and functions of the city. Captions: statements explaining frames. Full captions: review (1) and summary questions (1).

Fs Twin Cities of the Congo, VEC, 38 frames, color, captioned. $4.00 (in color $6.00)

35 photos, one map and 2 full captions. Emphasis on modern aspects of Brazzaville: modern buildings and industrial structures (9), and markets (5), Leopoldville: Riverport facilities (2), modern structures - hotels, monuments, housing projects (11), markets (5). Captions: statements explaining frames.

8.00 SOUTHERN AFRICA

8.10 GENERAL

8.11 Overview

FsR Southern Africa, SVE, (1965). 62 frames, color, non-captioned, script, record, (Africa: The Land of Developing Countries Series A-289-3R).

52 photos, 6 maps and 4 full captions. Record (19 min.). Location, size and physical features (10), agriculture and industry (16), people and how they live (13), transportation (5), important cities (12). Script follows record. Full captions: review question and map study exercise. Part of a 6 filmstrip series costing $39.75

TR Southern Africa, HAMMOND. color. $5.75

Maps of Southern Africa. Four transparencies: base map with rivers and political boundaries, physical features, place names, clear plastic for writing. Used in combination. Plastic frames provides with registration marks for alignment. Notes to teacher deal with mechanics of using transparencies provided.

TR Southern Africa, RAND MCNALLY. $5.00

Ranvue Relief Outline Map Series. Three transparencies in paper form: base map with rivers and political boundaries, relief map with political boundaries and rivers, place names. Used in combination. Maps of Africa south of the equator.

C New Countries and Old Problems in Africa, NEWSWEEK MAGAZINE, November, 1966. 34" x 45"

Map of the Month for November 1966. Large wall map focusing on the problems confronting the southern part of Africa. Brief description of the nations of southern Africa and location of countries.

8.20 COUNTRIES OF SOUTHERN AFRICA

8.21 Portuguese Territories

Fs Angola: Important Cities, EG, (1962). 46 frames, color, captioned, script, (Continent of Africa: Countries of the Congo Basin Series - 155B). $6.00.

43 photos and 3 full captions. Cities: Luanda (24), Benguela and Mocamedes (8) and Nova Lisboa (2) buildings, economic activities and transportation, people of cities (9). Captions: statements explaining frames. Full captions: review (2) and summary (1).

Fs Angola: Land, People and Industries, EG, (1962). 42 frames, color, captioned, script, (Continent of Africa: The Countries of the Congo Basin - 155A). $6.00

38 photos, one map and 3 full captions. Major emphasis on People (13), agriculture and agricultural products (11), terrain (6), resources (5), and transportation (3). Captions: statements explaining frames. Summary included.

Fs Lourenco Marques -- Mozambique, EG, (1964). 45 frames, color, captioned, script, (Continent of Africa: Historic Cities of Africa Series - 158F). $6.00

41 photos, one map and 3 full captions. City's functions (3), modern structures (11), recreation (11), education (4), industries and products (12). Captions: statements explaining frames. Full captions: review (2) and summary (1).

Fs Luanda -- Angola, EG, (1954). 46 frames, color, captioned, script, (Continent of Africa: Historic Cities of Africa Series - 158G). $6.00

42 photos, one map and 3 full captions. History (5), housing (9), role of Catholic church in (4), recreation (10), industries and commerce (14). Captions: statements explaining frames. Full captions: review (2) and summary (1).

Fs Mozambique, EG, (1962). 44 frames, color, captioned, script, (Continent of Africa: South Africa Series - 153I) $6.00

40 photos, one map and 3 full captions. General overview of the country. Terrain and animals of region (9), products and industries (14), cities and ports (8), people (5), transportation (4). Captions: statements explaining frames. Full captions: review (2) and summary (1).

C Portugual and Her Overseas Territories, PICTORIAL CHARTS, Single Sheet, color. 30" x 40". $2.00

Map of Portuguese colonies in Africa; notes and statistics on the people, history and products found in the colonies.

T The Portugese in Africa, (P-126), WASHINGTON TAPES, (1966). 16 min. $10.00

History and development of Portugese rule in Africa by the Portugese Ambassador to the United States. Discussion of terrorist activities and Portugese programs for social and economic progress included.

8.22 Republic of South Africa

8.22-1 General

W Abrahams, Peter, Mine Boy. New York: Humanities Press, Inc., 1966. Paper. 252 pp. $1.25

This is a 1946 novel describing the life of an African who migrates to South Africa to work in the mines. It reveals the life of the Africans living in their segregated section of the city, the relationships between the African miners and their white employers and the total impact of segregation on these peoples.

W Hopkinson, Tom, South Africa, (Life World Library). New York: Time Incorporated, 1964. Hardcover. $3.95

A survey of the land, history, religion, racial policies, the arts and politics of the Republic of South Africa; many photographs and maps; appendix includes list of historical dates, suggestions for further readings, a list of prominant cultural figures; Index. 160pp. (Reading level: 9-12)

W Paton, Alan, The Land and People of South Africa. Philadelphia: J. B. Lippincott Company, 1964. Hardcover. $2.93

A survey, written like a travelogue, of the geography, history, mineral resources, peoples and natural wonders of the Republic of South Africa; some black and white pictures; index. 162 pp. (Reading level: 9-12)

W Samkange, Stanlake, On Trial for My Country. New York: Humanities Press, Inc., 1967. Paper. 158 pp. $1.25

This novel, based on historic documents and letters, dramatizes the tactics used by Cecil Rhodes to deceive Chief Lobengula into assigning him control over Metebeleland (Rhodesia). It points up how the chief's ignorance of English and his misplaced trust in the White man led to the subversion of his own rule.

Fs Capetown: Republic of South Africa, EG, (1962). 48 frames, color, captioned, script, (Continent of Africa: Historic Cities of Africa Series - 158B). $6.00

44 photos, one map and 3 full captions. Buildings, surrounding region and people are emphasized. Historic, traditional and modern buildings (18), surrounding region and topography (8), people (ethnic and religious groups and their major economic activities) (7), city's functions (4), open markets (3), and education (4). Included is aerial view of city. Captions: statements explaining frames. Full captions: review (2) and summary (1).

Fs Johannesburg: Republic of South Africa, EG, (1962). 42 frames, color, captioned, script, (Continent of Africa: Historic Cities of Africa Series - 158C). $6.00

43 photos and 3 full captions. Major emphasis on industry and commerce of the city: location and surrounding region (4), commerce & industry (15), population (housing, occupations, ethnic groups) (10), transportation (3), education and cultural activities (7), buildings (4). Captions: statements explaining frames. Full captions: review (2) and summary (1).

Fs Republic of South Africa: Important Cities, EG, (1962). 44 frames, color, captioned, script, (Continent of Africa: South Africa Series - 153E). $6.00

41 photos and 3 full captions. Major emphasis on prominent buildings and modern aspects of South African cities: Johannesburg (14), Capetown (21) and Cape of Good Hope area (6). Captions: statements explaining frames. Full captions: review (2) and summary (1).

Fs The Republic of South Africa: Land and Communication, EG, (1962). 43 frames, color, captioned, script, (Continent of Africa: South Afriea Series - 153A). $6.00

40 photos, one map and 2 full captions. Terrain (20), Kruger Park (3), traditional and modern transportation (17). Captions: statements explaining frames. Full captions: review and summary.

Fs Republic of South Africa: Other Important Cities, EG, (1962). 45 frames, color, captioned, script, (Continent of Africa: South Africa Series - 153F) $6.00

42 photos and 3 full captions. Sequence to 153E and continues coverage of South African cities stressing prominent buildings, modern aspects of urban areas and major functions. Pretoria (25) and Durban (17). Captions: statements explaining frames. Full captions: review (2) and summary (1).

Fs Southern Africa, McG-H, (1967). 40 frames, color, captioned, script. $7.00

31 photos, 4 maps and 5 full captions. Introduction - Why Southern Africa is the most industrialized (3), Europeans and economic activities (11), Indians (3), non-whites (8), industrial growth (12), conclusion - political aspects and need for racial cooperation (3). Captions: statements and questions. Part of a set of six costing $46.00

Fs Southern Africa Part II (South Africa), EAV, (n.d.). 46 frames, b/w, non-captioned, script. $3.75

42 photos and 4 maps. Urban centers (7), methods of farming (2), activities of Colored People (11), resources, agricultural products (12), mineral products and mining (10). Script provides paragraph for each frame. Produced in England.

S South Africa, (GUMPERT OF SWEDEN), EAV. 31 slides, color. $10.85

28 photos and 3 maps. Overview of South Africa: urban areas (4), terrain (6), people (11), animals (2), economic activities (3), farming (2). 28 photos taken in South Africa. Cities and activities not identified. Maps not identified.

C Union of South Africa, PICTORIAL CHARTS. Single sheet, color. 30" x 40" $2.00

Consists of five small maps: large map of the vegetation found in South Africa, two small maps of the rainfall and elevation, two small maps on the crops and distribution of sheep. Notes on the history and the people of South Africa.

T Letters from the Cape, (#325), WTE. 15 min. $2.75

Recording of the letters of the wife of the First Secretary of South Africa in 1795 concerning the history of the settlers, the English conquest and of life in the South African cape region in the late 18th century.

8.22-2 Economic Activity

F Southern Africa: Industry and Agriculture, McG-H, (1966). color, narration (15 min.).

Focuses on the sheep farms of the Veldt, Indians of Natal, Bantu of Rhodesia and the inhabitants of Johannesburg. Emphasizes industrial development and large scale agriculture which is not typical of the entire region. Teachers' guide.

Fs Republic of South Africa: Agriculture, EG, (1962). 44 frames, color, captioned, script, (Continent of Africa: South Africa Series - 153C). $6.00

41 photos and 3 full captions. General characteristics of agricultural production (7), products (34), diversity of products and their importance to South Africa. Also illustrates the importance of the diversity of climate on production of varied products. Captions: statements explaining frames. Full captions: review (2) and summary (1).

Fs Republic of South Africa: Industries, EG, (1962). 45 frames, color, captioned, script, (Continent of Africa: South Africa Series - 153-D). $6.00

42 photos and 3 full captions. South Africa's industrial position in Africa (3), mining and mineral products (22) six of which deal with gold and six with diamonds, manufacturing (14), seaports and fishing (3). Captions: statements explaining frames. Full captions: review (2) and summary (1).

Fs SouthAfrica: Dynamic Progress, AVA. 54 frames, color, captioned, script, (produced for South Africa Information Agency). Free.

47 photos, 4 maps and 3 drawings. General overview of South Africa. History (12), cultural activities (13), industry (8), transportation and communication (6), military and scientific projects (6), cities (3), topography (2), racial composition (4). Script provides description of each frame and supplements captions. Captions: statements explaining frames.

T Gold Mining in South Africa, (#200), WTE. 20 min. $2.75

Description of African gold miners in South Africa. Major topics: how miners are organized, how African labor is drawn from the rural districts, how they live and work. Afrikaaners view of the benefits of working in a gold mine.

8.22-3 Society

W Kuper, Hilda, The Swazi: A South African Kingdom. New York: Holt, Rinehart and Winston, 1964. Paper. $1.50

A detailed survey of the history, habitat selected social institutions (kinship, government, work, education, and clan organization), religion and present changes typical of the Swazi in South Africa; includes description and interpretation; brief list of suggested readings; no index. 87 pp. (Reading level: 12)

Fs The Bantu in South Africa, EBF, (1961). 42 frames, color, captioned. $6.00

32 photos, 3 maps and 7 full captions. Examination of the conditions, and activities of a Bantu village, as miners and as urban dwellers. Bantu village life--housing, dress, modern innovations level of prosperity (17), Bantu miners (7), Bantu in urban areas--housing, economic activities (8). Captions: statements explaining frames. Full captions: introduction and summary.

Fs Republic of SouthAfrica: The People, EG, (1962). 48 frames, color, captioned, script. (Continent of Africa: South Africa Series - 153B). $6.00

45 photos and 3 full captions. People: English and Afrikaners (11), urban Bantus (5) and other Negro Tribes (3), Coloured (2) and Asians (3). Apartheid (housing, education and occupations) (21). Captions; statements explaining frames. Full captions: review (1) and summary (2).

ST The Colorful Amandebele, UTE, 31 slides, color, 50 min. $5.00 for tape.

Tape and slides of a Bantu tribal group in South Africa. Emphasis on housing, style of construction, painted patterns and design on walls of houses, dress and decoration of women. Also provides samples of Bantu music and speech. Should be previewed before showing.

R Bantu Choral Folk Music, (FW6912), FOLKWAYS, 10 bands, script. $4.15

Side 1: 4 bands. Side 2: 6 bands. Bantu folk music adapted and directed by American folk singer Pete Seeger. Sung by the Song Swappers. Script: introduction and notes on individual bands.

R The Naked Prey, (FS3854), FOLKWAYS. 15 bands, script. $5.79

Side 1: 10 bands. Side 2: 5 bands. Primarily vocal music from the movie The Naked Prey. Side 1 presents the traditional songs of the N'guni, Zulu and Xhoa. Side 2 records the sounds of the villages with the last two bands recording the animals of the regions. Notes on movie and actors. No notes on music per se.

T Africa Sings, (#168), WTE. 10 min. $10.00

Narration of the music of the Bantus of South Africa. Short selections of music to illustrate points brought out by narrator. Types of music and instruments, influence of American jazz and Christian hymns discussed.

T South Africa's Racial Problem, THE CENTER FOR THE STUDY OF DEMOCRATIC INSTITUTIONS. 60 min. $5.00

A discussion of SouthAfrica's racial problems by Edgar Hill, a South African newsman and Harvey Wheeler.

T South Africa: The White Republic, WASHINGTON TAPES, (1967). 27 min. script. $10.00

Recorded briefing by W. B. Campbell of the State Department of the United States. Six major topics covered: overview of South Africa, doctrine of Apartheid, self-government for non-whites, United States assessment of the policy of apartheid, economic sanctions, and South West Africa. Some background noise and static on tape.

8.23 Rhodesia

FL Africa--City Life, GATEWAY. (4 min.), color, script. $11.50

First part of film depicts modern buildings, office workers, churches and school in an African city. Second part follows an African as he enters a city depicting modern innovations he encounters as beauty parlors, movies, factories, worker camps and political party activities. Ends with an aerial overview of an African city.

FL Africa: Village Life, GATEWAY. (4 min.), color, script. $12.50

Shows the various social, economic and daily activities of life in a small rural village. Specific activities include village festival, agricultural activities, preparing food, housing and people of the village. Village located in dry Rhodesian bush area.

Fs African Life: Rhodesia Part I, UNITED WORLD FILMS, (n.d.). 23 frames, b/w, captioned, script. $4.00

Intensive examination of an African village in the copper belt of Rhodesia: physical layout of village (4), activities of the people (10), products (3), markets (4). Captions: statements explaining frames. Script: introduction and notes on each frame.

Fs African Life: Rhodesia Part II, UNITED WORLD FILMS, (n.d.), b/w, captioned, script. $4.00

31 photos and 2 maps. Traces the life and activities of an African copper miner and his family in the copper belt of Rhodesia: mining town (5), work of miners (11), food rations and family meals (5), schools (5), leisure activities (5). Captions: statements explaining frames. Script: introduction and descriptive paragraph for each frame.

Fs Federation of Rhodesia and Nyasaland, EG, (1962). 44 frames, color, captioned, script, (Continent of Africa: Countries of the Congo Basin Series - 155H). $6.00

39 photos, 2 maps and 3 full captions. Emphasis on Southern Rhodesia and resources of the region. Salisbury (13), resources of Southern Rhodesia (9), Northern Rhodesia (7), people (7) and terrain (3). Captions: statements explaining frames. Full captions: review (2) and summary questions (1).

Fs Southern Africa Part I (Zambezi Area & Madagascar), EAV, (n.d.). 39 frames, b/w, non-captioned, script. $3.75

35 photos and 4 maps. Northern Rhodesia and Nyasaland (15), Southern Rhodesia (15), Mozambique and Madagascar (5). Topics included: topography, transportation, products and urban centers. Script provides paragraph description for each frame.

Fs Southern Rhodesia: Scenes from the Native Reserves, BUDEK, (1960). 44 frames, color, captioned, script. $6.00

41 photos and 3 full captions. Concerned primarily with the government-sponsored improvements in a native reserve of Southern Rhodesia. Depicts road building (8), conservation practices (16), people and housing (14), and administration (2). Captions: statements explaining frames. Full captions: location and size of Rhodesia (2) introduction to native reserve (2). Script: introduction and descriptive paragraph for each frame.

R Music from Petauke of Northern Rhodesia, (FE4201 and FE4202), FOLKWAYS, 36 bands, scripts. $6.79

Vol. 1: Side 1: 8 bands. Side 2: 9 bands; Vol. 2: Side 1: 10 bands, Side 2: 9 bands. Representative samples of the vocal and instrumental music from the Nsenga of Rhodesia. Scripts: background material and notes on individual bands.

8.24 Southwest Africa

F The Hunters, CONTEMPORARY FILMS. (73 min.), color, narration.

Emphasizes life of the Bushman of the Kalahari, especially the search for food--digging roots, hunting a giraffe.

F Bushmen of the Kalahari, McG-H, (1967). 12 min. color, narration.

Description of life of the Bushmen emphasizing social organization, family responsibilities, the process of living in a harsh environment and problems of adapting to the future. (ABC-TV Africa)

Fs South-West Africa, EG, (1962). 42 frames, color, captioned, script, (Continent of Africa: South Africa Series - 153G). $6.00

38 photos, one map and 3 full captions. General overview of the region. Climate and terrain (6), resources (9), people (12), cities, and ports (8), transportation (3). Captions: statements explaining frames. Full captions: review (2) and summary (1).

R Bushman Music and Pygmy Music, PEABODY MUSEUM. 10 bands, script. $6.79

Side 1: 6 bands. Side 2: 4 bands. Bands consist of Bushmen and Pygmy songs. Selections feature music sung by men, women, children and mixed chorus. Script: notes of the music of Bushman and comparison to that of the Babinga Pygmies.

R The Music of Kung Bushmen of the Kalahari Desert, Africa, (FE4487), FOLKWAYS. 24 bands, script. $6.79

Side 1: 14 bands. Side 2: 10 bands. Recording of instrumental music, children songs, women and men dancing music and Bushmen conversations. Script consists of background material and sketches from authors trip among the Bushmen. No notes on individual bands.

8.25 Other Countries

Fs Basutoland, Bechuanaland, and Swaziland, EG, (1962). 46 frames, color, captioned, script, (Continent of Africa: South Africa Series - 153H). $6.00

42 photos one map and 3 full captions. Three areas treated separately on their terrain, transportation, people and major economic activity: Basutoland (15), Bechuanaland (13), Swaziland (14). Captions: statements explaining frames. Full captions: review (2) and summary (1).

M Lesotho, New York: British Information Service, 1967. Paper

A brief description of the country--its land, political history, economic features, and society. Includes reading list, map, and several photographs; no index. 31 pp.

M Botswana, New York: British Information Service, 1967. Paper

A brief description of the country--its land, political history, economic features and society. Includes reading list, map and several photographs; no index. 31 pp.

QUICK REFERENCE GUIDE TO MATERIALS

Page

1.00 CURRICULUM & TEACHING

1.10 RATIONALE 52
1.20 OBJECTIVES 52
1.30 STRATEGIES AND STRUCTURE 53

2.00 TEACHING ABOUT AFRICA SOUTH OF THE SAHARA

2.10 GUIDES TO CONTENT 55
2.20 GUIDES TO METHODS 57
2.30 GUIDES TO TEACHING AIDS 59
2.40 PERIODICALS AND JOURNALS 61
2.50 BIBLIOGRAPHIES 62

3.00 AFRICA SOUTH OF THE SAHARA--GENERAL OVERVIEW

3.10 WRITTEN MATERIALS 73

3.11 Student Texts 73
3.12 Student Readings 79
3.13 Collections of Primary Sources 80
3.14 Fact Sheets 82
3.15 Atlases 85
3.16 Periodicals for Students 88
3.17 Periodicals for Student Reference 88
3.18 Related Periodicals 88

3.20 AUDIO-VISUAL 91

3.21 Maps 91
3.22 Films 92
3.23 Film-loop/Sound 92
3.24 Filmstrips 92
3.25 Overhead Transparencies 94
3.26 Picture-cards 96
3.27 Outline Maps 96

4.00 AFRICA SOUTH OF THE SAHARA--GENERAL TOPICS

4.10 LAND 97
4.20 PEOPLE 100
4.30 ECONOMY 105
4.40 ARTS, LITERATURE AND MUSIC 108
4.50 HISTORY 112

5.00 WEST AFRICA

5.10 GENERAL 117

  5.11 Overviews 117
  5.12 Economic 120
  5.13 Life 122
  5.14 Music 124

5.20 COUNTRIES OF WEST AFRICA 125

  5.21 Cameroons 125
  5.22 Dahomey 126
  5.23 Gambia 127
  5.24 Ghana 127
  5.25 Guinea 131
  5.26 Ivory Coast 132
  5.27 Liberia 133
  5.28 Mali 134
  5.29 Mauritania 138
  5.30 Niger 139
  5.31 Nigeria 139
  5.32 Senegal 147
  5.33 Sierra Leone 149
  5.34 Upper Volta 150
  5.35 Spanish Territories 151

6.00 EAST AFRICA

6.10 GENERAL 151

  6.11 Overview 151
  6.12 People 156
  6.13 Flora and Fauna 157

6.20 COUNTRIES OF EAST AFRICA 159

6.21 Ethiopia 159
6.22 Eritrea 160
6.23 Kenya 161
6.24 Malagasy 165
6.25 Malawi 165
6.26 Somalia 165
6.27 Sudan 166
6.28 Tanzania (See also Zanzibar) 166
6.29 Uganda 168
6.30 Zanzibar (See also Tanzania) 170

7.00 CENTRAL AFRICA

7.10 GENERAL 170

7.11 Overview 170

7.20 COUNTRIES OF CENTRAL AFRICA 173

7.21 Central African Republic 173
7.22 Chad 173
7.23 The Congo Basin 174
7.24 Democratic Republic of the Congo (K) . . 175
7.25 Gabon 178
7.26 Republic of the Congo 178

8.00 SOUTHERN AFRICA

8.10 GENERAL 179

8.11 Overview 179

8.20 COUNTRIES OF SOUTHERN AFRICA 180

8.21 Portuguese Territories 180
8.22 Republic of South Africa 182

  8.22-1 General 182
  8.22-2 Economic Activity 185
  8.22-3 Society 186

8.23 Rhodesia 188
8.24 Southwest Africa 190
8.25 Other Countries 191

SELECTED INSTRUCTIONAL MATERIALS ON AFRICA SOUTH OF THE SAHARA

In the course of preparing the preceding bibliography, this Project examined hundreds of materials. As noted above, many of these are of questionable quality. However, some appear to be outstanding in terms of their potential for use in courses or units of study designed in accordance with the guidelines presented in PART I of this guide. These materials are listed below.

It should be noted here that it is not the purpose of this section to usurp the responsibility of the teacher to select materials appropriate to the interests and abilities of his students and the objectives of his course of study. On the contrary, this section is designed as a guide for those teachers or schools which may lack the time, experience or funds necessary to cull through all the commercial materials now available to find the few that may be of greater potential use.

The materials listed here have been selected on the basis of their:

a) Scholarship and accuracy

b) Balance in preseantation and emphasis

c) Technical quality

d) Up-to-dateness

e) Cost relative to potential uses

f) Appropriateness to the guidelines suggested in PART I of this guide

g) Appropriateness to use in secondary schools

They are presented in two lists. List A includes those that ought to be considered for acquisition by any school that teaches a short survey of this region and its peoples in one or more of its secondary social studies courses. These represent a minimal set of materials to which any secondary teacher should have access. The second list, List B, includes materials which schools teaching more than the short survey type unit might wish to consider adding to the basic materials enumerated in List A.

LIST A

RECOMMENDED BASIC INSTRUCTIONAL MATERIALS*

Fs 1) Profile of Africa. SFS (2) $12.00

Two uncaptioned color filmstrips with extensive teaching guide explaining each frame. A well-balanced, introductory overview. For content description see p. 32.

SR 2) Emerging Africa in the Light of Its Past. CHR (Units 1&2) $59.90

A survey of the history of Africa south of the Sahara in 80 color slides (40 per unit) with recorded narrative. Excellent notes to the teacher as well as bibliography. Although the recorded narrative is quite monotonous, the slides can be used without it. Slides may be rearranged in a variety of ways for different presentations. For content description see p. 114-115.

T 3) World History--Unit I: Sub-Saharan Africa. K&E $39.95

A set of 30 transparencies each with multiple overlays. Extra large print, uncluttered content and bright colors make for easy reading from any distance. Content guide. Great potential versatility--can be used in large group lectures or in inquiry-oriented classes. May be purchased as master book from which diazo sets may be made locally ($39.95) or as individual already-made Spectra transparencies (varying in price from $1.75 to $10.75). For content description see p. 95.

M 4) Wenschow Relief-Like Map of Africa, DENOYER-GEPPERT. $29.25

Large, conventionally colored wall map with easily read symbols and names. Shading gives three dimensional effect. Mounted on spring roller or folded sheet for easy movement from one room to another. For content description see p. 92.

R 5) Africa South of the Sahara, FE4503, FOLKWAYS. (2 records) $13.90

A survey of African music with samples of music of a wide variety of peoples. Collected by Harold Cowlander. Extensive notes prepared by Alan Merriam on the basic features of African music followed by analyses of each band. For content description see p. 110.

Atlas 6) Ady, P. H., Oxford Regional Economic Atlas of Africa, OXFORD UNIVERSITY PRESS. Paper. $7.00

A collection of maps on the continent and its various regions. Statistical data on aspects of Africa's economy. At least one copy should be available for student reference. For content description, see p. 85.

Periodical 7) Tarikh, HUMANITIES PRESS. $2.00/yr.

An excellent journal produced especially for high school students. Libraries and classrooms should subscribe to multiple copies. See p. 88

---

* The cost of these items is approximately $172.00 (less school discounts) when item #3 is purchased as a masterbook; when item #3 is purchased as a complete set of 30 already-made Spectra transparencies the total cost of all items #1-6 will be approximately $350 (less school discounts).

LIST B

RECOMMENDED ADDITIONAL INSTRUCTIONAL MATERIALS*

Fs 1) Aero Raised Relief Map of Africa, NYSTROM. $49.00

A large relief map of Africa with raised surface to depict various elevations. When used flat on a table or desk top students can truly "feel" and "see" the geography of Africa. See p. 91.

FL 2) Africa: Culture Groups, GATEWAY. $12.00

A color, cartridged 8 mm film loop surveying four different types of culture groups living in Africa south of the Sahara. Excellent for small group study. See p. 100.

FL 3) Africans of the River Niger, EALING. $111.00

Six, color, cartridged 8 mm film loops on various aspects of the Bozo peoples of Mali. Excellent films for small group study. Many potential uses. See p. 136-137.

FL 4) Africa: Village Life, GATEWAY. $12.50

A color, cartridged, 8 mm film loop depicting life in a village of Southern Africa. Excellent survey of major activities. Many potential uses. See p. 189.

Fs 5) Africa: Climate and Vegetation, MES. $10.00

Excellent color, detailed maps and photos of climate zones of the continent, focuses on vegetation and products of each. See p. 97.

Fs 6) Africa: The Land of Developing Countries, SVE. $39.75

A set of six color filmstrips and three 12" LP records, each focusing on a different region of Africa--its land, peoples, and economy. Excellent maps, well-balanced surveys. Easily used in a wide variety of instructional approaches including large group presentations or independent study. See p.92.

Fs 7) Africa: Physical Features, MES. $10.00

Excellent color, detailed maps, fine photographs selected to illustrate distribution of major geographic features. See p. 98.

Fs 8) East Africa: People, Crops and Cattle, CG. $7.50

Brief but excellent color survey of various tribes and their housing and economic activities. Well organized. Many potential uses. See p. 156.

Fs 9) East Africa: A Regional Survey, CG. $7.50

Color, non-captioned photos briefly surveying features of East African terrain, life and development. Many potential uses. See p. 153.

Fs 10) Economic Development in Africa, SB. $3.00

Broad coverage of impact of modernization on various facets of African economic life. Color. Captioned. See p. 105.

Fs 11) Ghana, CG. $7.50

Short, color survey of Ghana focusing on major sections and economic activities. Many potential uses. See p. 129.

Fs 12) Profile of Kenya, SFS. $6.00

Although somewhat dated this is still an excellent, well-balanced overview of Kenya--excellent color photos of various aspects of life in Kenya. Extensive teacher's guide. See p. 142.

Fs 13) Profile of Nigeria, SFS. $6.00

Although somewhat dated, still a balanced overview of life in Nigeria. Focuses on all aspects of the land and peoples. Non-captioned. See p. 163.

Fs 14) Tanganyika, CG. $7.50

Excellent color photos and maps of geographical regions, products and peoples of Tanzania. Many potential uses. See p. 167.

---

* The total cost of all the items listed here is $290.25 less school discounts.

PUBLISHERS' ADDRESSES

I. PUBLISHERS OF AUDIO-VISUAL MATERIALS

AAI
AFRICAN-AMERICAN INSTITUTE
345 East 46th Street
New York, New York 10017

AF
AFRICAN FILMSTRIPS
41 East 42nd Street
New York, New York 10027

AVA
A.V.A.
805 Smith Street
Baldwin, New York 11510

BF
BAILEY FILMS, INC.
6509 DeLongpre Avenue
Hollywood, Calif. 90028

BP
BENEFIC PRESS
103000 W. Roosevelt Road
Westchester, Illinois 60153

BUDEK
HERBERT E. BUDEK
P. O. Box 307
Santa Barbara, Calif. 93102

CAF
CURRENT AFFAIRS FILMS
Division of Key Productions Inc.
527 Madison Avenue
New York, New York 10022

CENTER
THE CENTER FOR THE STUDY OF DEMOCRATIC INSTITUTIONS
Box 4068
Santa Barbara, Calif. 93103

CF
CONTEMPORARY FILMS
828 Custer Avenue
Evanston, Illinois 60202

CG
COMMON GROUND FILMSTRIPS
distributed in Canada and
United States by
Carman Educational Assocs. Ltd.
Pine Grove, Ontario, Canada

CHR
CULTURAL HISTORY RESEARCH, INC.
6 Purchase Street
Rye, New York 10580

CM
CURRICULUM MATERIALS CORP.
1319 Vine Street
Philadelphia, Pa. 19107

COLUMBIA
EDUCATIONAL DEPT. ORDERS SERVICE
Columbia Records
Terre Haute, Indiana 47808

DENOYER
DENOYER-GEPPERT
5235 Ravenswood Avenue
Chicago, Illinois 60640

DON BOSCO
DON BOSCO FILMS
New Rochelle, N. Y. 10802

EALING
EALING CORPORATION
2225 Massachusetts Avenue
Cambridge, Mass. 02140

EAV
EDUCATIONAL AUDIO-VISUAL, INC.
Pleasantville, N. Y. 10570

EBF
ENCYCLOPAEDIA BRITANNICA FILMS
1150 Wilmette Avenue
Wilmette, Illinois 60091

EG
EYE GATE HOUSE, INC.
146-01 Archer Avenue
Jamaica, New York 11435

FIDELER
FIDELER VISUAL TEACHING
Grand Rapids, Mich. 49502

FOLKWAYS
FOLKWAYS/SCHOLASTIC RECORDS
906 Sylvan Avenue
Englewood Cliffs, N. J. 07632

FP	FRIENDSHIP PRESS 475 Riverside Drive New York, New York 10027
GAF	GENERAL ANILINE AND FILM CORP. 140 W. 51st Street New York, New York 10020
GATEWAY	INTERNATIONAL COMMUNICATION FILMS 1371 Reynolds Avenue Santa Ana, Calif. 92705
GINN	GINN & COMPANY Statler Building Back Bay P.O. 191 Boston, Mass. 02117
HAMMOND	HAMMOND INC. Education Div. 515 Valley Street Maplewood, N. J. 07040
HAYDEN	HAYDEN BOOK COMPANY, INC. 116 W. 14th Street New York, New York 10011
HONOR	WEBSTER PAPER AND SUPPLY CO.INC. Albany, New York
ICF	INTERNATIONAL COMMUNICATION FILMS 1371 Reynolds Avenue Santa Ana, Calif. 92705
IFF	INTERNATIONAL FILM FOUNDATION 475 Fifth Avenue New York, New York 10017
JACKDAW	SOCIAL STUDIES SCHOOL SERVICE 4455 Lenox Avenue Inglewood, Calif. 90304
K&E	KEUFFEL AND ESSER CO. 300 Adams Street Hoboken, New Jersey 07030
LONDON	LONDON RECORDS COMPANY, INC. 539 West 24th Street New York, New York 10001
McG-H	MCGRAW-HILL BOOK COMPANY Text Film Division 330 West 42nd Street New York, New York 10036
MES	MUSEUM EXTENSION SERVICE 80 West 40th Street New York, New York 10036
MILLIKEN	MILLIKEN PUBLISHING CO. 611 Olive Street St. Louis, Missouri 63101
MONITOR	MONITOR RECORDS 413 West 50th Street New York, New York 10019
NEWSWEEK	NEWSWEEK EDUCATION DIVISION 444 Madison Avenue New York, New York 10022
NYSTROM	A.J. NYSTROM & COMPANY 3333 Elston Avenue Chicago, Illinois 60618
NYT	NEW YORK TIMES Office of Educational Services 229 West 43rd Street New York, New York 10036
OCA	OPERATION CROSSROADS AFRICA 150 Fifth Avenue New York, New York 10011
PEABODY	PEABODY MUSEUM Harvard University Cambridge, Mass. 02138
PHILLIPS	PHILLIPS RECORD CO. 35 E. Wacker Drive Chicago, Illinois 60601
PICTORIAL CHARTS	PICTORIAL CHARTS EDUCATIONAL TRUST 181 Uxbridge Road Hanwell, London, W.7 England
RAND MCNALLY	RAND MCNALLY & COMPANY Box 7600 Chicago, Illinois 60680

RCA RADIO CORPORATION OF AMERICA
RCA Educational Services
Camden, New Jersey 08108

SB STANLEY BOWMAR CO., INC.
12 Cleveland Street
Valhalla, New York 10595

SFS SCHOOL FILM SERVICE
549 West 123rd Street
New York, New York 10027

SILVER BURDETT CO.
Park Ave. & Columbia Road
Morristown, New Jersey 07960

SL SOUNDS OF LEARNING INC.
318 South 52nd Street
Omaha, Nebraska 68132

SVE SOCIETY FOR VISUAL EDUCATION, INC.
1345 Diversey Parkway
Chicago, Illinois 60614

THORNE THORNE FILMS, INC.
1229 University Avenue
Boulder, Colorado 80302

UWF UNITED WORLD FILMS, INC.
1445 Park Avenue
New York, New York 10029

VEC VISUAL EDUCATION CONSULTANTS, INC.
Madison, Wisconsin 53701

WASHINGTON TAPES, INC.
Educational Systems Division
Doubleday & Co.
Garden City, Long Island
New York 11530

WORLD THE WORLD PUBLISHING CO.
2231 West 110th Street
Cleveland, Ohio 44102

WSP WARREN SCHLOAT PRODUCTIONS, INC.
Pleasantville, N. Y. 10570

WTE WORLD TAPES FOR EDUCATION
P.O. Box 15703
Dallas, Texas 75215

II. PUBLISHERS OF WRITTEN MATERIALS

ADDISON-WESLEY PUBLISHING CO.
2725 Sand Hill Road
Menlo Park, Calif. 94025

AFRICAN AMERICAN INSTITUTE
505 DuPont Circle Building
Washington, D. C. 20036

AFRICAN STUDIES CENTER
University of California
Los Angeles, Calif. 90024

ALLYN AND BACON, INC.
150 Tremont Street
Boston, Massachusetts
also
Rockleigh, New Jersey 07647

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN
2401 Virginia Ave., N.W.
Washington, D. C. 20007

AMERICAN EDUCATION PUBLICATIONS, INC.
1250 Fairwood Avenue
Columbus, Ohio 42306

AMERICAN GEOGRAPHICAL SOCIETY
156th Street and Broadway
New York, New York 10032

AMERICAN SOCIETY OF AFRICAN CULTURE
15 E. 40th Street
New York, New York 10016

ATHENEUM PUBLISHERS
162 East 38th Street
New York, New York 10016

BANTAM BOOKS
271 Madison Avenue
New York, New York 10016

BENEFIC PRESS
1900 Narragansett Avenue
Chicago, Illinois 60629

BOSTON UNIVERSITY
School of Education
332 Bay State Road
Boston, Massachusetts 02115

R. R. BOWKER COMPANY
1180 Avenue of the Americas
New York, New York 10036

BRITISH INFORMATION SERVICES
845 Third Avenue
New York, New York 10022

BRUMLEY PRINTING COMPANY
Gastonia, North Carolina 28052

BURGESS PUBLISHING COMPANY
426-28 S. 6th Street
Minneapolis, Minnesota

CAMBRIDGE BOOK COMPANY
Bronxville, New York 10708

CAMBRIDGE UNIVERSITY PRESS
32 E. 57th Street
New York, New York 10022

THE CANADIAN NATIONAL COMMISSION FOR UNESCO
140 Wellington
Ottawa, Canada

CHARLES E. MERRILL BOOKS
1300 Alum Creek Drive
Columbus, Ohio 43216

CHRISTIAN SCIENCE PUBLISHING SOCIETY
1 Norway Street
Boston, Massachusetts 02115

CIVIC EDUCATION SERVICE, INC.
1733 K Street, N. W.
Washington, D. C. 20006

F. E. COMPTON & CO.
1000 N. Dearborn
Chicago, Illinois 60610

COOPERATIVE CENTER FOR SOCIAL SCIENCE EDUCATION
College of Education
Ohio University
Athens, Ohio 45701

COOPER SQUARE PUBLISHERS, INC.
59 Fifth Avenue
New York, New York 10003

COUNCIL OF THE AFRICAN-AMERICAN INSTITUTE
866 United Nations Plaza
New York, New York 10017

DAVID MCKAY COMPANY, INC.
750 Third Avenue
New York, New York 10017

DELL PUBLISHING COMPANY
750 Third Avenue
New York, New York 10017

DENOYER-GEPPERT COMPANY
5235 Ravenswood Avenue
Chicago, Illinois 60640

DOUBLEDAY & COMPANY
277 Park Avenue
New York, New York 10017

EDWARD J. ARNOLD & SONS, LTD.
Butterley Street
Leed 10, England

E. P. DUTTON & COMPANY, INC.
201 Park Avenue South
New York, New York 10003

ENCYCLOPEDIA BRITANNICA PRESS
425 N. Michigan Avenue
Chicago, Illinois 60611

FEARON PUBLISHERS
2165 Park Boulevard
Palo Alto, California 94306

THE FIDELER COMPANY
Grand Rapids, Michigan 49502

FIELD ENTERPRISES EDUCATION CORP.
510 Merchandise Mart Place
Chicago, Illinois 60654

FOREIGN AREA MATERIALS CENTER
University of the State of New York
State Education Department
1790 Broadway
New York, New York 10019

FOREIGN POLICY ASSOCIATION
345 E. 46th Street
New York, New York 10017

FREDERICK A. PRAEGER, PUBLISHER
111 Fourth Avenue
New York, New York 10003

GEORGE ALLEN & UNWIN, LTD.
Ruskin House
Museum Street
London, England

GINN & COMPANY
Statler Building
Back Bay P. O. 191
Boston, Massachusetts 02117

GRADUATE SCHOOL OF INTERNATIONAL STUDIES
University of Denver
Denver, Colorado 80210

GREENWOOD PERIODICALS, INC.
211 East 43rd Street
New York, New York 10017

GROSSET & DUNLOP, INC.
1107 Broadway
New York, New York 10010

HARCOURT, BRACE & WORLD, INC.
757 Third Avenue
New York, New York 10017

HARPER & ROW, PUBLISHERS
49 East 33rd Street
New York, New York 10016

HAYDEN BOOK COMPANY, INC.
859 Third Avenue
New York, New York 10022

D. C. HEATH AND COMPANY
285 Columbus Avenue
Boston, Massachusetts 02116

HOLT, RINEHART & WINSTON, INC.
383 Madison Avenue
New York, New York 10017

HOOVER INSTITUTION
Publications Department
Stanford University
Stanford, California 94305

HUMANITIES PRESS, INC.
303 Park Avenue
New York, New York 10010

INFORMATION CENTER ON CHILDREN'S CULTURES
331 East 38th Street
New York, New York 10016

INTERNATIONAL AFRICAN INSTITUTE
St. Dunstan's Chambers
10-11 Fetter Lane
London, EC4 England

M. W. LADS PUBLISHING COMPANY
Suite 5319
Pan Am Building
New York, New York 10017

JOHN DAY COMPANY, INC.
62 West 45th Street
New York, New York 10019

JOHN WILEY & SONS, INC.
605 Third Avenue
New York, New York 10016

LAIDLAW BROTHERS, PUBLISHERS
Thatcher & Madison Streets
River Forest, Illinois 60305

J. B. LIPPINCOTT COMPANY
East Washington Square
Philadelphia, Pennsylvania 19105

LITTLE, BROWN, & COMPANY
34 Beacon Street
Boston, Massachusetts 02106

LONGMAN'S GREEN AND COMPANY
48 Grosvenor Street
London W1, England

LONGMAN'S OF NIGERIA, LTD.
Ibadan, Nigeria

LONGMAN'S OF NIGERIA, LTD.
Private Mail Bag 1036
Ikeja, Nigeria

LIBRARY OF CONGRESS
General Reference and Bibliography Division
Washington, D. C. 20540

THE MACMILLAN COMPANY
866 Third Avenue
New York, New York 10022

MCCORMICK-MATHERS PUBLISHING CO,INC.
Wichita, Kansas 67201

MCGRAW-HILL BOOK COMPANY
300 West 42nd Street
New York, New York 10036

MCKINLEY PUBLISHING COMPANY
Brooklawn, New Jersey 08030

NATIONAL COUNCIL FOR THE SOCIAL STUDIES
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

NATIONAL COUNCIL OF THE CHURCHES OF CHRIST
745 Riverside Drive
New York, New York 10027

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 Sixteenth Street
Washington, D. C. 20036

THE NATIONAL GEOGRAPHIC SOCIETY
Washington, D. C. 20036

THE NATURAL HISTORY PRESS
277 Park Avenue
New York, New York 10017

NEW HORIZONS PUBLISHERS, INC.
154 E. Erie Street
Chicago, Illinois 60611

NEWSWEEK EDUCATION DIVISION
444 Madison Avenue
New York, New York 10022

NEW YORK TIMES BOOK AND EDUCATIONAL DIVISION
229 West 43rd Street
New York, New York 10036

NORTHWESTERN UNIVERSITY PRESS
Evanston, Illinois 60201

OCEANA PUBLICATIONS, INC.
Dobbs Ferry, New York 10522

OXFORD BOOK COMPANY, INC.
71 Fifth Avenue
New York, New York 10003

OXFORD UNIVERSITY PRESS
Amen House
London, E. C. 4, England

PENGUIN BOOKS, INC.
3300 Clipper Mill Road
Baltimore, Maryland 21211

PENNSYLVANIA DEPARTMENT OF PUBLIC INSTRUCTION
Education Building
Harrisburg, Pennsylvania 17126

PRENTICE-HALL, INC.
Englewood Cliffs, New Jersey 07632

QUEENS COLLEGE OF THE CITY OF NEW YORK
65-30 Kissena Avenue
Flushing, L. I., New York 11355

RAND MCNALLY & COMPANY
Box 7600
Chicago, Illinois 60680

ST. MARTIN'S PRESS
175 Fifth Avenue
New York, New York 10010

SCHOLASTIC BOOK SERVICE
940 Sylvan Avenue
Englewood Cliffs, N. J. 07631

SCOTT, FORESMAN AND COMPANY
433 East Erie Street
Chicago, Illinois 60611

STERLING PUBLISHING COMPANY, INC.
419 Fourth Avenue
New York, New York 10016

STRYKER-POST PUBLICATIONS
6330 Utah Avenue, N. W.
Washington, D. C. 20015

TEACHERS COLLEGE - BUREAU OF PUBLICATIONS
Columbia University
525 West 120th Street
New York, New York 10027

TIME INCORPORATED
Time-Life Building
Rockefeller Center
New York, New York 10020

UNITED PRESBYTERIAN CHURCH COMMISSION ON ECUMENICAL MISSION AND RELATIONS
475 Riverside Drive
New York, New York 10027

UNITED STATES COMMITTEE FOR UNICEF
331 E. 38th Street
New York, New York 10016

UNITED STATES GOVERNMENT
Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

UNITED STATES GOVERNMENT
Office of Media Services
U. S. Department of State
Washington, D. C. 20520

UNIVERSITY OF LONDON PRESS
Warwick Square
London, E. C. 4, England

THE STATE EDUCATION DEPARTMENT
Bureau of Secondary Curriculum Development
Albany, New York 12224

UNIVERSITY TUTORIAL PRESS, LTD.
Clifton House
Euston Road
London, N. W. 1, England

D. VAN NOSTRAND COMPANY, INC.
120 Alexander Street
Princeton, New Jersey 09541

VINTAGE BOOKS
Randon House
457 Madison Avenue
New York, New York 10022

HENRY Z. WALCK, INC.
19 Union Square West
New York, New York 10003

WALKER & COMPANY
10 West 46th Street
New York, New York 10019

WEBSTER DIVISION
McGraw-Hill Book Company
Manchester Road
Manchester, Missouri 63011

WILLIAM C. BROWN COMPANY
135 South Locust Street
Dubuque, Iowa 52001

WILLIAM MORROW & COMPANY, INC.
425 Park Avenue
New York, New York 10016

WORLD AFFAIRS BOOK CENTER
345 East 46th Street
New York, New York 10017

WORLD AFFAIRS COUNCIL OF BOSTON
105 Newbury Street
Boston, Massachusetts 02116

WORLD AFFAIRS MATERIALS
Brooklyn College
Bedford Avenue and Avenue H
Brooklyn, New York 11210

WORLD PUBLISHING COMPANY
2231 West 110th Street
Cleveland, Ohio 44102

III. ORGANIZATIONS CONCERNED WITH AFRICA SOUTH OF THE SAHARA

AFRICA DEPARTMENT
Division of Overseas Ministries
National Council of the Churches
of Christ in the U. S. A.
475 Riverside Drive
New York, New York 10027

AFRICAN AFFAIRS SOCIETY OF AMERICA
160 Broadway
New York, New York 10038

AFRICAN BIBLIOGRAPHIC CENTER
P. O. Box 13096
Washington, D. C. 20096

AFRICAN LAW ASSOCIATION IN AMERICA
435 West 116th Street
New York, New York 10027

AFRICAN-AMERICAN LABOR CENTER
345 East 46th Street
New York, New York 10017

AFRICAN MEDICAL & RESEARCH FOUNDATION
341 Madison Avenue
New York, New York 10017

AFRICAN STUDENT SERVICE
11 Garden Street
Cambridge, Massachusetts

AMERICAN COMMITTEE ON AFRICA
211 East 43rd Street
New York, New York 10017

AMERICAN LIBRARY ASSOCIATION
50 East Huron Street
Chicago, Illinois 60611

AMERICAN SOCIETY OF AFRICAN CULTURE
401 Broadway
New York, New York 10013

COUNCIL OF THE AFRICAN-AMERICAN INSTITUTE
866 United Nations Plaza
New York, New York 10017

OPERATIONS CROSSROADS AFRICA
150 Fifth Avenue
New York, New York 10011